

Integrated Leadership Course 2015-16

Class Three - Elementary

Tennessee Department of Education | Spring 2016



Agenda

Integrated Leadership Course III Agenda: Early Literacy Leadership

	Key Framing Questions For Course Series	Content Focus
8:00 AM-8:15AM	Welcome and "Are we ready for literacy?"	<ul style="list-style-type: none"> • Outline for the Day • Prepared to Ready
8:15 AM-9:30 AM	Key Question One: What does a prepared early literacy classroom look like?	<ul style="list-style-type: none"> • Prepared : K-3 Reading Course Summary • Leader Actions to Support Teachers • Putting it all Together
9:30 AM-11:45AM	Key Question Two: What does a "ready" early literacy classroom look like?	<ul style="list-style-type: none"> • A Tale of Two Classrooms from Setting the Foundations Report • What is Proficient Reading • Read About it, Think About it, Talk About it, Write About it
10:15 AM-10:30 AM	BREAK in middle of Key Question Two	
11:45 AM-1:00 PM	LUNCH	
1:00 PM-3:00 PM	What Do I Need to Support My Teachers' Capacity to Build Ready Literacy Classrooms?	<ul style="list-style-type: none"> • Cycle of Assessment <ul style="list-style-type: none"> ▪ Teach (Standards and Tasks) ▪ Assess (Written Expression) ▪ Analyze (Student Work) ▪ Action (Scaffolding) • Teacher Partnerships <ul style="list-style-type: none"> ▪ Partnership Tool
3:00 PM -3:15 PM	BREAK	
3:15 PM-3:50 PM	What does it take to create a Literacy Culture at your school?	<ul style="list-style-type: none"> • Current Reading Landscape • Read to be Ready • Goal Setting • Urgency
3:50PM-4:00 PM	How does the journey to ready continue? (Closing)	<ul style="list-style-type: none"> • Bridge to Practice Assignments • Survey for TASL information



Early Literacy Leadership Course

Facilitators

We encourage you to share your professional learning experience on Twitter with **#TNleadersareready**



Welcome!

Today, we are excited to welcome you to course three of our re-designed Integrated Leadership Course series.

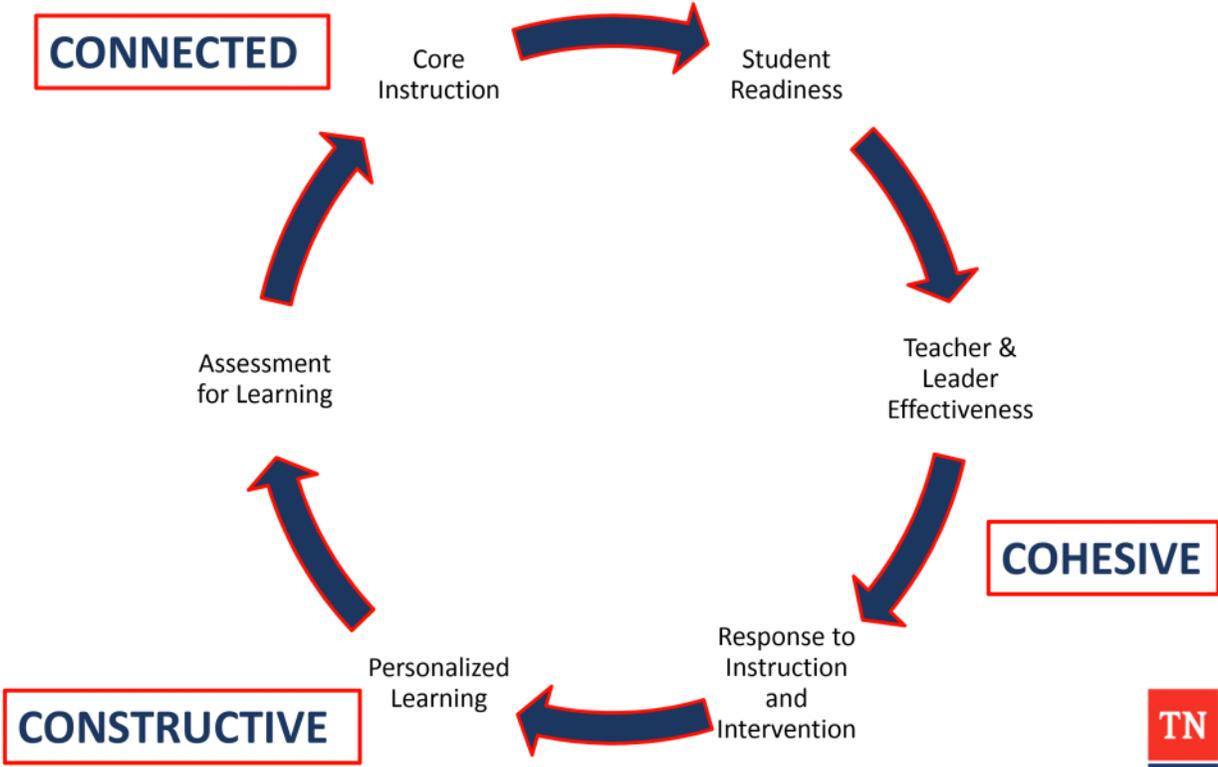


Norms

- Keep student learning and success at the center.
- Be present and engaged. *(If a school emergency occurs, step away from class to address issue).*
- Share, discuss and reflect with openness, respect, and transparency.
- Stay solutions oriented.
- Be flexible and patient with our digital learning spaces.



What is an integrated leadership course?



Digital Material Options

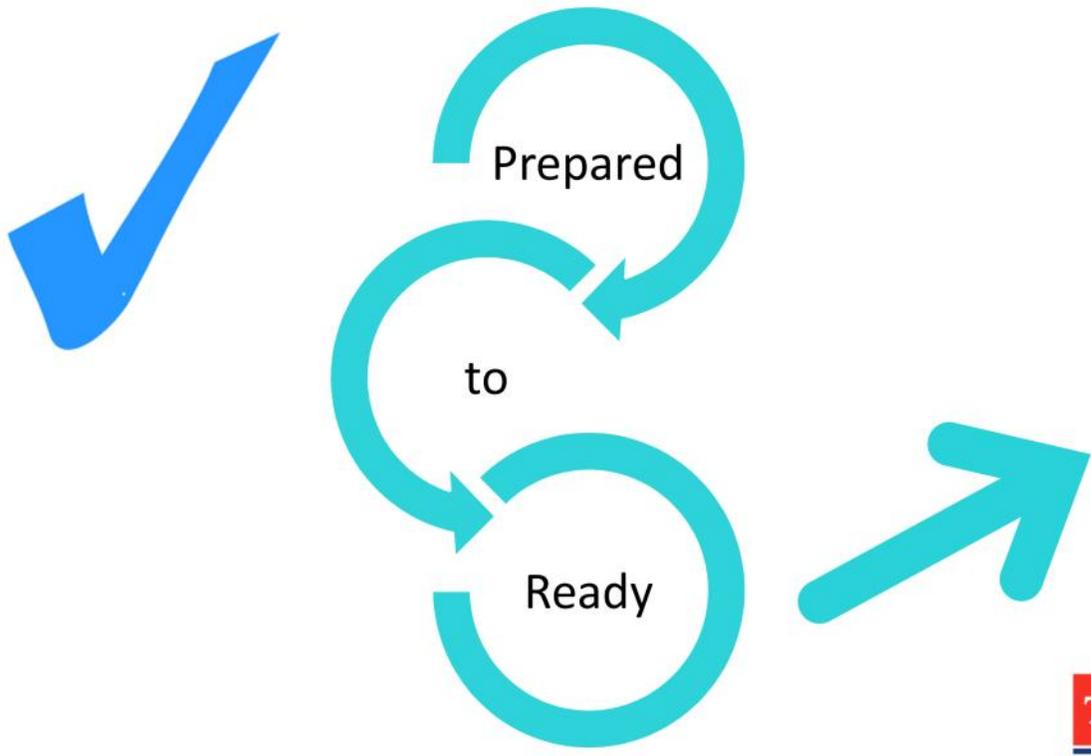
OneNote Pilot Option	iBook	Interactive PDF Option
<ul style="list-style-type: none"> Digital Access to All Course Content 	<ul style="list-style-type: none"> Full features on a Mac computer, iPad, or iPhone 	<ul style="list-style-type: none"> Limited Access to All Course Content
<ul style="list-style-type: none"> Received through Email 	<ul style="list-style-type: none"> Received through Email 	<ul style="list-style-type: none"> Received through Email
<ul style="list-style-type: none"> Requires OneNote Application or Office365 (free) 	<ul style="list-style-type: none"> Access to all content through app 	<ul style="list-style-type: none"> Requires PDF Reader Application (free)
<ul style="list-style-type: none"> Fluid Format Allows Adding Personalized Notes 	<ul style="list-style-type: none"> Fixed Format Highlighting and tagging features 	<ul style="list-style-type: none"> Fixed Format
<ul style="list-style-type: none"> Sharable With Teachers 	<ul style="list-style-type: none"> Sharable with Teachers 	<ul style="list-style-type: none"> Sharable with Teachers
<ul style="list-style-type: none"> Embedded Documents and Links 	<ul style="list-style-type: none"> Embedded Links 	<ul style="list-style-type: none"> Embedded Links

Note: You received Digital Quick Start Guide in your final logistics email.



[TDOE Leadership Training Webpage](#)

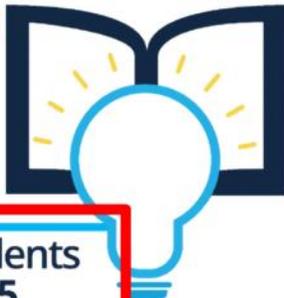
What is a ready student?





**Key Question One:
What does a prepared early
literacy classroom look like?**

Goal:

**READ TO BE
READY** 

**75 percent of Tennessee students
reading on grade level by 2025**

Creating a Literacy Culture: Why?

Dr. Shanahan's article



SATURDAY, FEBRUARY 13, 2016

TIMOTHY SHANAHAN

Is It Fair to Expect the College Bound to Read?

I know I'm supposed to write that tests and testing are bad things. I'm in education, and we all hate testing, right?

Lately, there has been much to hate about it, of course. More and more school hours are devoted to testing and test preparation. Weighing the pig more frequently doesn't make it any fatter.

But what about SATs and ACTs, the college admissions exams? This is the time of the year when there are lots of news articles about them. Especially this year with the new SAT upon us.



Is It Fair to Expect the College Bound to Read?

Timothy Shanahan

I know I'm supposed to write that tests and testing are bad things. I'm in education, and we all hate testing, right?

Lately, there has been much to hate about it, of course. More and more school hours are devoted to testing and test preparation. Weighing the pig more frequently doesn't make it any fatter.

But what about SATs and ACTs, the college admissions exams? This is the time of the year when there are lots of news articles about them. Especially this year with the new SAT upon us.

Unlike so many of my colleagues, generally I'm a fan of these exams. Research has consistently found that their use in college admissions improves those decisions (fewer kids are selected who fail out freshman year). The improvement is not great, 5% sticks in memory, but with 18 million kids going off to college that's a lot of kids who won't be sent off to schools likely to drop them after obtaining those hard earned tuitions.

Although there is a lot of interest in the cultural bias in testing, it has never been found as great as the cultural bias of college admissions officers who for years kept out blacks, Jews, women, Asians, etc. It is harder to argue that a black kid won't make it given the crummy high school he went to, when he scores a 25 on the ACT.

This week the *New York Times* weighed in with an article about the new SAT. They wrote that, "educators and college admissions officers fear that the revised test will penalize students who have not been exposed to a lot of reading." Straight-faced.

To me that sounds like a testament to the new SAT's validity. Students who don't read should be at a great disadvantage in college. Weird ideologies about fairness are tripping us up here. It is unfair that schools vary in quality, so that students may get more reading opportunities in some schools. It is unfair that not every child has parents who will switch off the TV, and ask questions about reading at the dinner table.

But, it is definitely not unfair to require high-level reading ability to get into higher-level education.

Last week, I spent several days working with students and teachers at a middle school in Montana. I taught several lessons in which I required 7th and 8th graders to read their math and science textbooks. The kids admitted that they had never actually done reading in math, and they were a bit reticent about it. But they stuck with it and were able to figure out a lot more than their teachers assumed they could.

Part of the problem was that these were excellent teachers whom I was working with.

They could explain anything exceedingly well. They were skilled at anticipating what would trip students up and could avoid every stumble. If you're that good at conveying information about math properties, coordinates and balanced chemical equations, why would you ever take a chance on kids reading the material on their own?

The problem with that, of course, is that the kids end up knowing some math and science, but they don't develop any of the skills needed to be an independent scholar in a field of study. As one of the math teachers related to his students, "when I was in college the math professors didn't "teach" the way that we teach you... they assigned problems and we would come back and ask questions." In such an environment, if you couldn't make sense of math text on your own, apply it to problems, and ask legitimate math questions, you simply would not succeed.

I had the kids working through 2-5 pages of math and science text, slower coverage than the teachers would have obtained had they just told the kids what it said. And yet, the amount of math learning was high—given that they were figuring out not just how the distributive property worked, but how to figure out how the distributive property worked as well.

If the teachers, and those who follow, were to require that kind of work 1-2 days per week through 12th grade, these kids would have 500-1000 pages of pre-college reading experience in those technical subjects alone; and if these students were telling me the truth, that would be 500-1000 pages more technical reading than they are doing now. And, yes, teachers could require even more than that.

I grew up in a working class community, in which most kids did not go to college. There were a few "college prep" courses available at my high school, but I didn't even come close to qualifying for any of those. I definitely wasn't going to be asked to read books like, *Portrait of the Artist as a Young Man*, as those students did.

But I was hungry to go to college. At the time, I found a list of books that college-bound students should read; the canon. Read them I did. I'm not claiming that I got as much out of reading *Moby Dick* or *Microbe Hunters* on my own at 16 as I would have under the tutelage of a good teacher (or as I have upon rereading them as an adult), but trying to understand such touchstone texts pays dividends.

Given that, it is good to see that the SAT has aligned itself with such reading. That is the kind of reading that should enable one to do well in college. It may be fun to read Tina Fey's *Bossypants* (the American Library Association actually recommends it for college prep), but such reading isn't likely to help one to succeed in Introduction to the Theory of Literature.

The *Times* might be right that educators are worried that college entry is going to become biased against those not prepared for college. I think it's about time.

Plain Talk 2016 presentations: Surprises and RtI

Discussion Activity



After reading Shanahan's article, reflect on the practices in your building...

1. What are three *ahas* you had from this article?
2. Why do our high schools think this way?
3. What are three things that elementary leaders can do to change these opinions?



Connections



“Unless we produce more readers, we will not be able to produce more students prepared to succeed in postsecondary.”

*--Setting the Foundation
TN Dept. of Ed*



Prepared Teachers

The state has provided reading courses to thousands of elementary educators.

The next section will provide key practices that these teachers should implement in their classrooms after the reading course series.

We consider teachers who execute these practices on a daily basis to be the definition of a ***prepared early literacy teacher***.

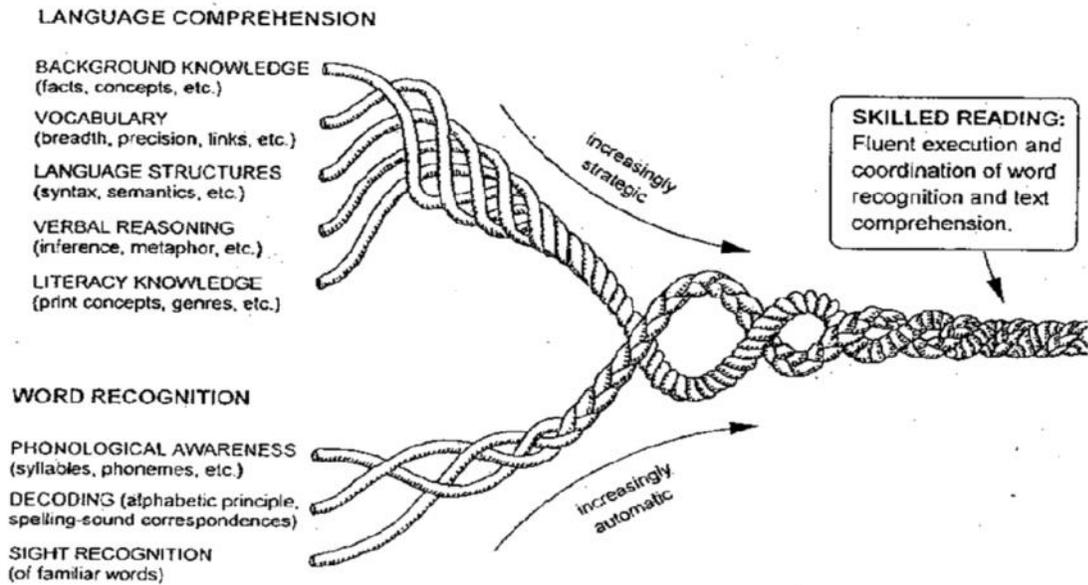


Class One

- Class Highlights:
 - Simple View of Reading
 - TN Academic Standards
 - Text selection and text-dependent questioning
- Prepared teachers should:
 - Use the Simple View of Reading when planning and pair decoding skills with language comprehension
 - Use the TN Academic Standards to focus instruction
 - Use questioning to draw students deeper into the text

Scarborough's Reading Rope

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



Class Two and Three Focal Areas

- Use data to drive instructional decisions
- Analyze diagnostic assessments and use writing models
- Use knowledge of texts to select appropriately complex text



Class Four, Five, and Six Focal Areas

- Use read-alouds and student reading to increase vocabulary and comprehension
- Teach foundational skills within the context of authentic reading and writing
- Use vocabulary instruction to increase comprehension
- Teach writing skills within a text based lesson
- Provide time for students to practice new skills
- Use text-dependent questions to teach effective use of text evidence



Integration and **Putting It All Together** Class (Class Seven)

Focal Areas:

- Use small group instruction to reteach and extend core whole group instruction
- Use the comprehension lesson framework to teach basic reading skills and form a strong foundation for reading, comprehending, and writing
- Connect Reading and Writing instruction into cohesive content



Administrator Key Look Fors



Reading includes foundational skills, decoding skills and language skills that help readers become accurate readers.



Vocabulary instruction is a key practice in reading instruction to develop fluency.



Reading comprehension requires appropriate text selection, read alouds, text dependent questioning, and a focus on meaning making.



Foundational skills should be taught within the context of authentic reading and writing.



Prepared to Ready



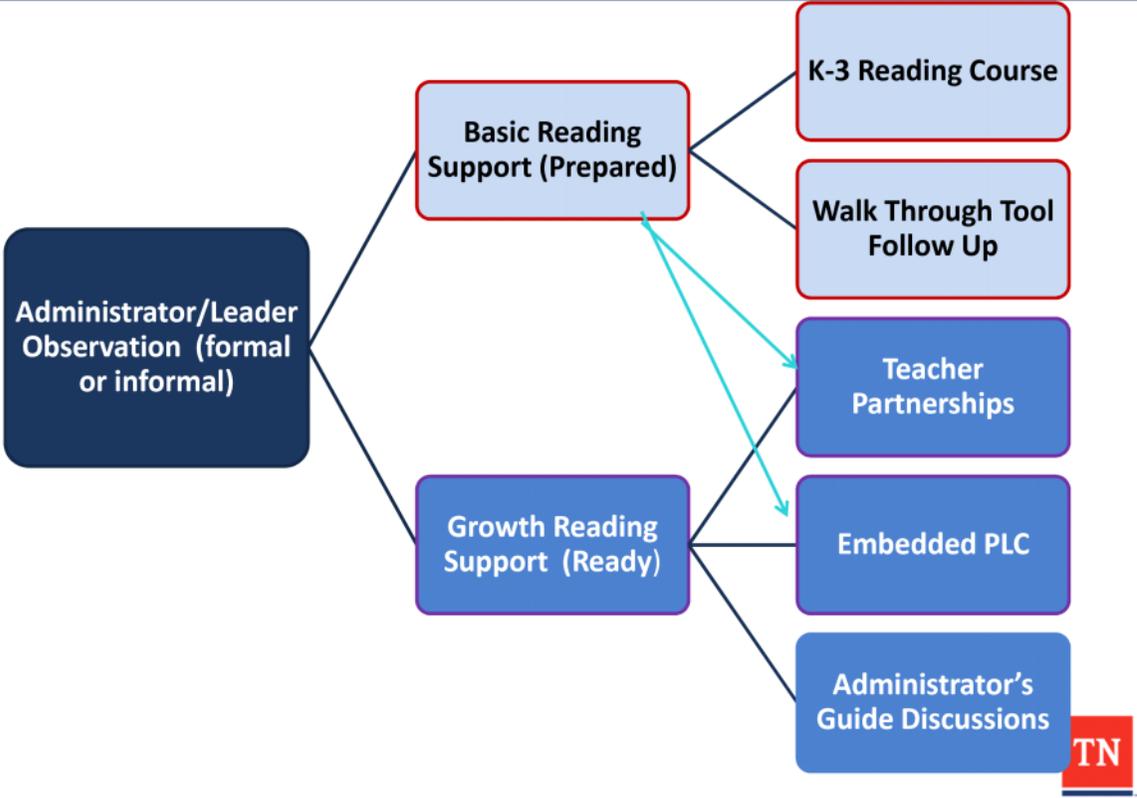
Reading Course lays the foundation for prepared reading practices and helps teachers understand the components of instruction.



How do we help put all the components into a cohesive instructional model that improves student literacy success?



Supporting Teacher Growth



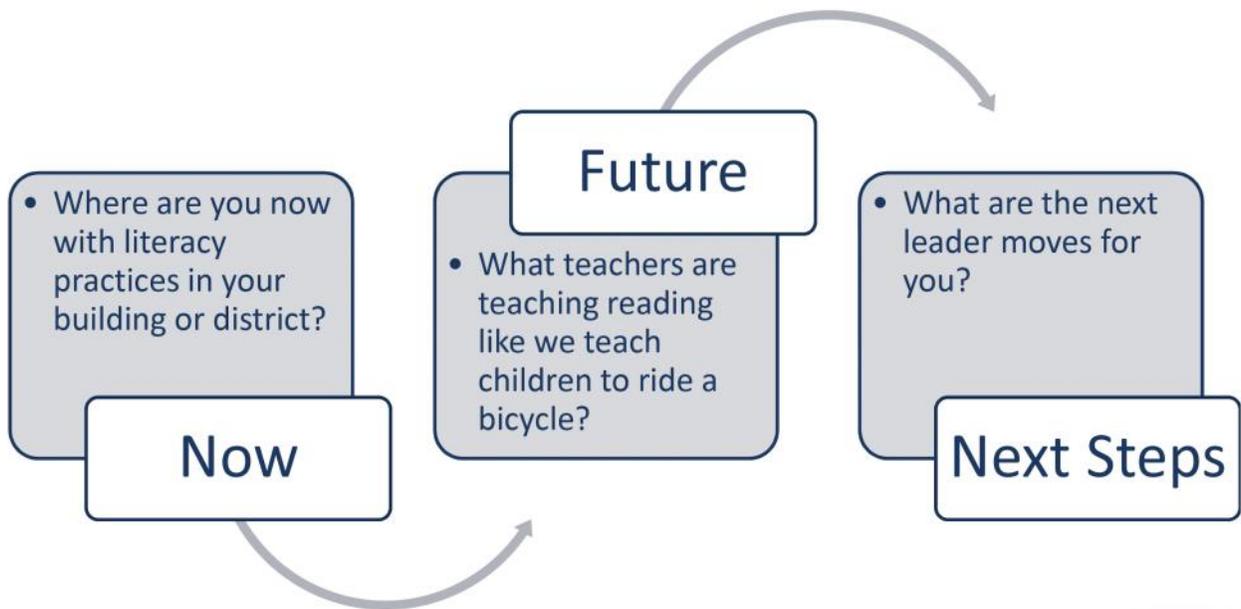
Ready Literacy Instruction: Bike Analogy

When students learn to read, they should also be making meaning from text. One should never allow items taught in isolation; all instruction should be applied to a text.

If we never provide opportunities to **ride** a bike, we should never ask them to **show** us they can.



Reflections





**Key Question 2:
What does a “ready” early literacy
classroom look like?**

Prepared vs. Ready

SKILLS-BASED COMPETENCIES

ability to hear and work with spoken sounds

concepts about print

word reading

alphabet knowledge

fluency

spelling



KNOWLEDGE-BASED COMPETENCIES

ability to understand and express complex ideas

oral language skills

vocabulary

concepts about the world

A Tale of Two Classrooms

Same Focus, Different Approach

P

icture a first grade classroom at the start of the reading block. Students are gathered in front of the teacher who is quickly

cycling through cards showing the initial consonant digraphs /sl/, /sn/, and /st/ written on them. As the teacher displays each card, students practice making the sounds. After just a minute or two of practice, the teacher drops off materials at small group workstations around the room and says, "Today, for reading, we will be working in centers." The teacher reminds students of the different center activities and of the rotation schedule and dismisses students to their assigned spots, setting a timer for fifteen minutes. One student settles at a desk situated in the back corner of the room. She slides her fingers into the red plastic holes of a pair of scissors and begins cutting out words from a worksheet. Soon, she is staring down at 18 strips of paper, each one containing a word that starts with either /sl/, /sn/, or /st/. "Those look the same," she mutters as she begins grouping words that begin with the same initial consonant digraph together. The student does not attempt to decode the words, but rather sorts based on visual appearance. As the 15-minute timer rings, the teacher calls out, "Move to your next center, please!" The student shoots up from her seat and heads to a rectangular table in the back of the room. Looking at a different worksheet with another 18 words, she grabs three different colored highlighters and begins coding words based on the visual appearance of the initial letters in the words. When the teacher who has been circulating among the stations arrives at the rectangular table, the student proudly waves her paper full of yellow, orange, and green marks in the air. "Good job!" the teacher says, quickly scanning to ensure that words had been sorted correctly. Just then, the timer buzzes sounding the end of the second center rotation and the literacy lesson for that day.

Now imagine another active first grade classroom at the start of the reading block. But, instead of quickly drilling a few sounds and then sending students into centers, the teacher calls students over to a large, multi-colored rug. The teacher raises the first card in a stack of cards and shows it to the group. She places her tongue under the roof her mouth and makes the sound "/sl/." Immediately after she finishes, the students all chirp "/sl/" in unison. The teacher repeats this activity for two other initial consonant digraphs, /sn/ and /st/. Next, the teacher places the "/sl/" card next to a "/ip/" card on a blue pocket chart. As the teacher points, the students read each card, "/sl/" and then "/ip/." Then, they blend the sounds together to form the word—"/sl-/ip/, slip." Next, the teacher shows a picture of a man slipping on ice to illustrate the meaning of the word, uses "slip" in a sentence, and asks, "Who can use 'slip' in a sentence?" The teacher repeats this same process for the initial consonant digraphs /sn/ and /st/.

After about 10 minutes of forming words and creating sentences, the teacher directs students to move into centers. One student sits down at a small table, snatches a stack of flash cards, turns to another student, and asks, "Will you be my partner?" For a few minutes, the two students go back and forth reading words that contain the featured consonant digraphs, using the chunking and blending technique demonstrated by the teacher when they encounter words they don't recognize. The partners then read a short story together and practice identifying and reading those same consonant digraphs. After reading, the two students talk about the text they just read, using an anchor chart with question stems to guide their discussion. One question, "What did you notice about the words in the story?" prompts the students to discuss the consonant digraph pattern they identified and return to the text to locate and reread those words.

Ten minutes after the beginning of centers, the teacher asks students to move to the next workstation. The student, his partner, and two other classmates take seats around a kidney-shaped table. The teacher sits in front of them and says, "Let's review some of the sounds we've been working on today." After a quick refresher, the teacher passes out decodable texts to each student, stating, "You are going to continue reading the book we started yesterday. In this book, there are more words that start with these sounds for you to practice." The students begin reading to themselves while the teacher helps them with decoding. At the end of the center, the teacher asks questions to help students make connections between decoding, language, and story comprehension. "When I was reading this book with you, I noticed that we read this word a lot," the teacher says, holding up a card with the word "snow." "But," the teacher continues, "the author used the word 'snow' in some different ways to help tell us the story. I'm going to show you some sentences, and I want you to think about the meaning of the word 'snow' and how it's used differently in these sentences." The teacher pulls out several sentence strips. The first says, "Will it snow today?" Another reads, "I hope it snows a lot." One final strip says, "It snowed ten inches." Finally, the teacher guides a brief discussion about present and past tense and how students can use inflectional endings to better understand the passage of time within a story.

These two lesson descriptions are based on observations of two Tennessee classrooms. Both lessons were aimed at common consonant digraphs. While the students in the first class spent 30 minutes in activities aligned with the target standard, the students did not actually do what the standard asks: "Use foundational reading skills to decode and read words in order to support comprehension of texts." In contrast, the students in the second class spent 30 minutes doing exactly what is specified in

the standard while the teacher integrated skills- and knowledge-based competencies into instruction— creating students who are *decoders* as well as *thinkers*. ♦

A Tale of Two Classrooms

Read and discuss:



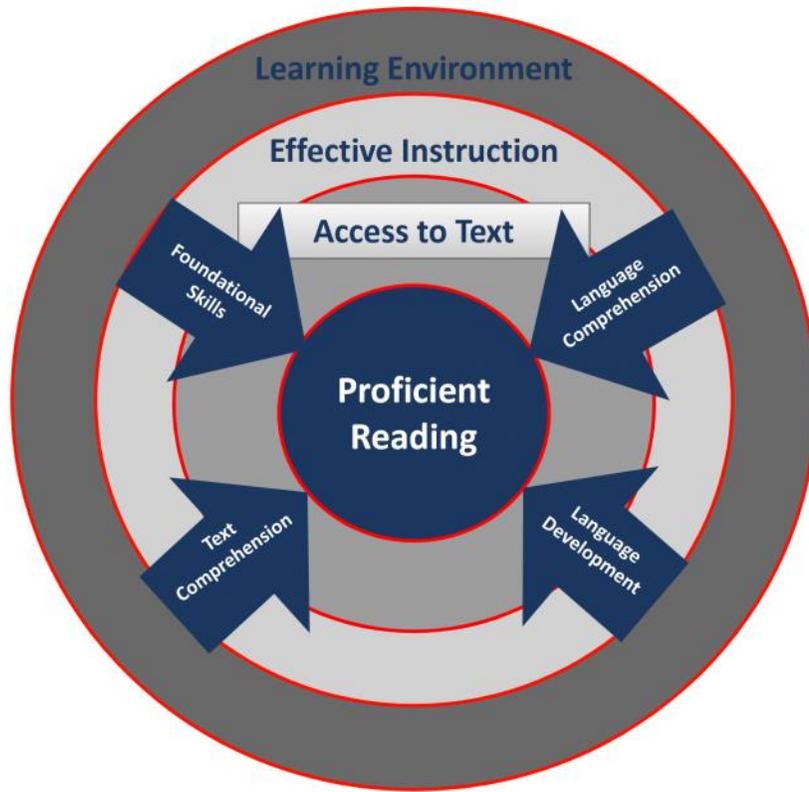
- What *ahas* did you have when you read these scenarios?
- How does the teacher create focus in each classroom?
- How was the approach different?
- Which classroom embodies a ready classroom? Why?
- Which classroom embodies a prepared classroom? Why?



[Setting the Foundation Report](#)

How do Students Become Ready Readers?





What is Proficient Reading?

Proficient readers accurately, fluently, and independently read a wide range of complex texts; strategically employ comprehension strategies to analyze key ideas and information; construct interpretations and arguments through speaking and writing; and, build knowledge about the world.



Proficient
Reading



Text Use in an Early Literacy Classrooms

Read About
It

Think
About It

Talk
About It

Write
About It

Read About It: read alouds, shared reads, guided reading, cold reads, partner reads, (time in text), etc.

Think About It: think aloud, text dependent questioning, etc.

Talk About It: partner discussion, interactive read aloud, accountable talk, etc.

Write About It: interactive writing, modeled writing, shared writing. explanations, synthesizing summaries, arguments, etc. (meaning making focus)

TN

READ, THINK, TALK, WRITE

Reading is more than just “sounding out” words. Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us.

Reading requires significant time in text practicing these meaning making skills.

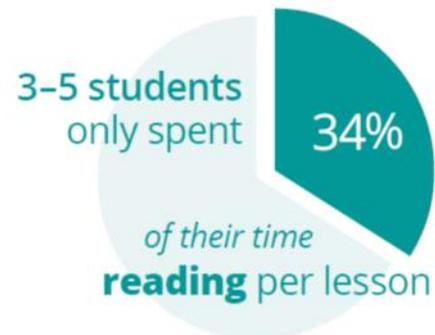
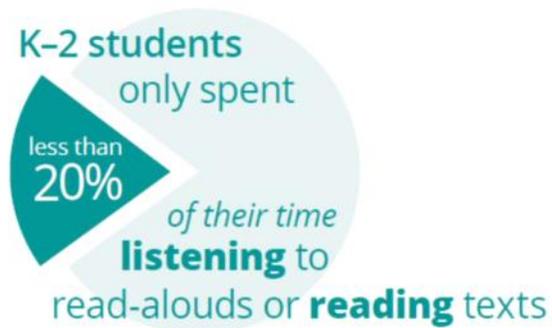


This guide is intended for analyzing how much time a teacher spends on the following types of activities.

<p>Knowledge</p>	<p># of Occurrences</p>
<p>Knowledge</p>	<p>le. 8:15-8:28AM</p>
<ul style="list-style-type: none"> Use of ... to model language and vocabulary, to build knowledge and develop critical thinking skills, and to provide opportunities for students to grapple with the structure and meanings of more complex texts (use of productive struggle and scaffolding) 	
<ul style="list-style-type: none"> Use of on-grade level texts through ... reading to apply foundational skills, develop reading fluency, and build comprehension. Provide multiple opportunities to practice rereading familiar text at the ... 	
<ul style="list-style-type: none"> Other Read About It Activities 	
<p>Understanding</p>	
<ul style="list-style-type: none"> Utilizes text dependent questions during interactive read alouds to engage students in thinking activities with text. 	
<ul style="list-style-type: none"> Provides opportunities to grapple ... with more complex text and provides ... to support readers-Interactive Read Aloud/Shared Reading. 	
<ul style="list-style-type: none"> Other Think About It Activities 	
<p>Understanding</p>	
<ul style="list-style-type: none"> Tailored ... focusing on the learning target is provided throughout lesson to all students. 	
<ul style="list-style-type: none"> Listening, speaking, reading, and writing are integrated throughout literacy instruction ... in ... sections of a lesson. 	
<ul style="list-style-type: none"> Provides opportunities daily to practice responding to texts through speaking and discussion. 	
<ul style="list-style-type: none"> Other Talk About It Activities 	
<p>Writing</p>	
<ul style="list-style-type: none"> Provides opportunities daily to practice responding to text through written expression. 	
<ul style="list-style-type: none"> Use oral discussions and writing to synthesize new knowledge gained from reading. 	
<ul style="list-style-type: none"> Other Write About It Activities 	

READ about it with Time in Text

- Regular practice listening to and reading text
- Become better readers by reading
- Time audit tool



Setting the Foundation Report, TDOE, February 2015



READ about it with Time in Text



- How much time do your students spend engaged in text every day?
- What does that look like in K-1?
 - 2-3?
 - 4-6?
- How much of this time focuses on reading for meaning making?

Time Audit Tool is placed in your digital resource guide.



Text sets allow ALL learners to be engaged in text

A **text set** is defined as a group of texts sharing a similar topic, theme, or idea. What is especially important is that the texts in the set are connected meaningfully to each other to deepen student understanding of the anchor text. In a sense, the texts “talk to one another” so that in reading the set, children build a coherent body of knowledge around a topic.

Why the text set approach?

Diving deeply into any topic and looking at it from multiple perspectives will help students see connections. When these connections are made, vocabulary and knowledge have a place to “stick” allowing them to develop a deep understanding and interest in the topic. This approach helps us to address content-area knowledge within literacy (double dipping), and it also helps to connect the day around a single idea.



Sample K-1 Text Set: Animals, Animals Everywhere!

1. Animal Life Cycle 600L
2. Baby Animals 850L
3. Do You Know About Fish? 540L
4. Move! 430L
- 5. What's Alive 430L**
6. What do You do With a TAIL Like This? 620L
7. Whose Egg is This? 630L

This text set begins with the anchor text What's Alive. The text supports the focus questions "What is an animal and how do they live and grow. Teachers could have the option of interchanging titles based on availability. Other titles include Do You Know about Amphibians? Do You Know about Insects? (from Achieve the Core.org text sets. See digital resources for entire unit).



[Click here, and you will see a sample unit with this text set.](#)

Another 2nd/3rd Grade Text Set Muscles

Books

1. Get Moving: Tips on Exercise 514L
2. Keeping Fit: Body Systems 873L
3. The Muscular System 624L
4. The Skeletal and Muscular Systems: How Can I Stand on My Head? 593L

Articles

5. "The Human Body Hiccups" 590L
6. "What Causes Hiccups" 1050L
- 7. "What Do Kids Know About Health?" 820L**

The logo consists of the letters "TN" in white, centered within a red square. A thin blue horizontal line is positioned directly below the red square.

READ *about it* with Text Sets

- Lessons are sequenced to build repeated experiences and deep understanding.
- Incorporated into instructional routines
 - Interactive Read Aloud
 - Shared Reading
 - Guided Reading
 - Independent Reading
- Text sets provide the thinking opportunities that yield opportunities for more purposeful writing.

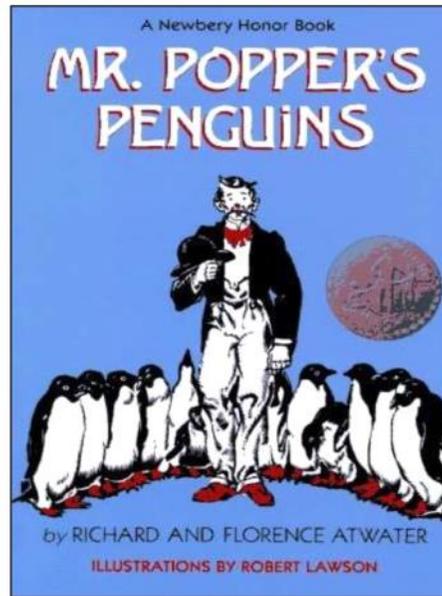
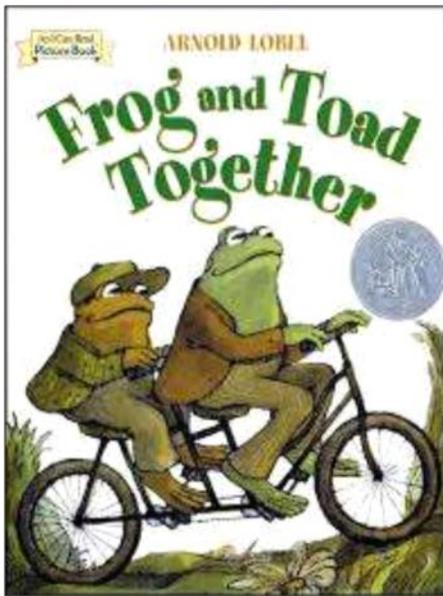
TN

How can we support our teachers work with text sets?

- How are text sets different than leveled readers?
- What do you have in your classrooms?
- How we can use what you have to create text sets?
- Where can I go to obtain more model text sets?
 - Achieve the Core ->text sets
 - Louisiana Believes -> text sets
 - CCSSO.org ->text sets



READ about it: Deciding the **Purpose** for the Text



When we looked at text sets, we talked about how to provide access for all learners. Here we have two whole class type texts. What are different **purposes** for using these texts for instruction?

TN

**Lobel, Arnold. *Frog and Toad Together*. New York: HarperCollins, 1971. (1971)
From "The Garden"**

Frog was in his garden. Toad came walking by.

+ ɹat a fɹ; garŸi^a «± š²i ɹɹɹ i šŸ
- i⁻ šŸ ɹg. "It i⁻ i ɹɹ oɹ, but it was šŸ ɹ
L⁻ ɹI hšŸa garŸi^a šŸ «šŸ

Here are some flower seeds. Plant them in the ground," said Frog, "and soon you

ɹɹ³ ««^a Ši Ÿ «šŸ
%ɹŸ; ««^a šŸ ɹɹɹ

Toad ran home. He planted the flower seeds.

" «³ i i Ÿ šŸ «šŸ ɹš ɹ³ ɹɹɹ

Toad walked up and down a few times. The seeds did not start to grow. Toad put his
ɹi šŸ «⁻i « he ground a^aŸ Ÿ «±Ÿi μ " «³ seeds, stš ɹɹɹ ToaŸ ««Ši Ÿ °
°ɹi «±^aŸ šŸ ɹi i i Ÿ Ÿ ° ɹš ɹ³

Toad put his head very close to the ground and shouted, "NOW SEEDS, START
fi&#+ L' fi

ɹɹg came running up the path. "What is all this noise?" he asked. "My seeds will not
grow," said Toad. "You are shouting too much," said Frog. "These poor seeds are
šɹŸ «³

! μ i i Ÿ šŸ ɹŸ «³ Ši Ÿ «šŸ

"Of course," said Frog. "Leave them alone for a few days. Let the sun shine on them,
let the rain fall on them. Soon your seeds will start to grow."

(ɹš° night, ToaŸ ««šed out of his wŸŸ«³ ɹɹ° id ToaŸ ! y seeds have not
started to grow. They must be afraid of the dark."

Toad went out to his garden with some candles. "I will read the seeds a story," said
(«šŸ (ɹi^a ɹi μ ɹ not i ɹŸ Toad reaŸ «^aɹ «ɹi o his seeds.

All the next day Toad sang songs to his seeds.

And all the next day Toad read poems to his seeds.

And all the next day Toad played music for his seeds.

(«šŸ ««šŸ Ÿ ° he ground. The seeds stŸ did not š® o grow + Ɂš° sha"" I do?
cried Toad. "These must be the most frightened seeds in the whole world!"

Then Toad fel° very tŸŸ Ÿ nd he fel"" ŸŸ ŸŸ

(«šŸ «šŸ, wake up," sšŸ ®£ ««k at y«±®garŸŸ a

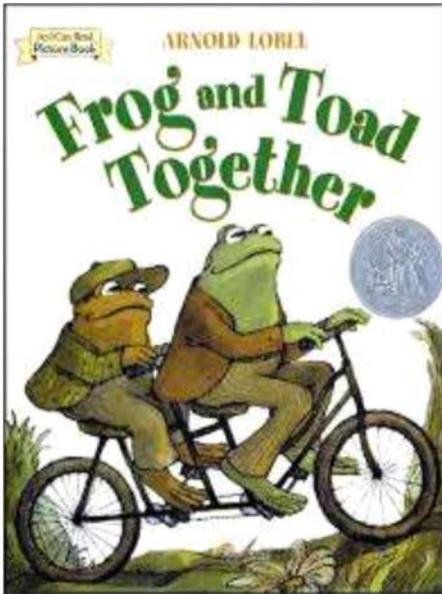
Toad looked at his garden. Little green plants were coming up out of the ground.

"At last," shouted Toad, "my seeds havŸ «ŸŸ Ÿ ŸŸ ŸŸ o grow

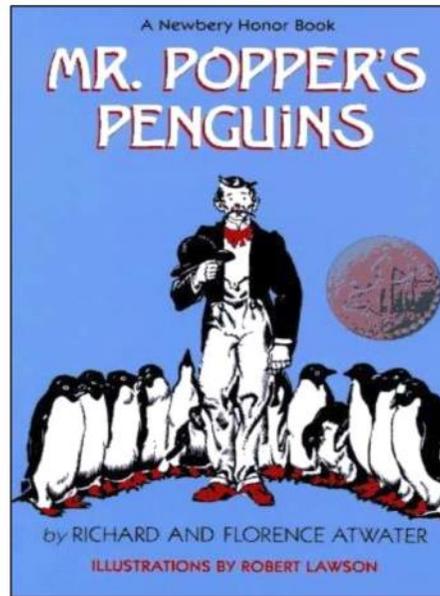
"And now you will have a nice garden too," said Frog.

- ŸŸ šŸŸ «šŸŸ, "but y«± ® ŸŸ° ®g. It was ŸŸ ŸŸ ŸŸ

READ about it: *Deciding the Purpose for the Text*



*“Mileage” Text
To move students towards
fluency and building
comprehension*



*“Thinking” Text
To provide students an
opportunity to stretch their
thinking*



***THINK** about it...*

We will be watching a video and answering the following questions after the video. Read through the questions before we start the video.

- What did the teacher do while reading to develop student thinking?
- Describe a thinking moment you saw in the video?
- In that example, how does the teacher model thinking?
- How does the focus on the author and language help the students dig deeper into the text?



THINK About It Model



As you watch this video, think about answering the following questions.

1. What did the teacher do to while reading to develop student thinking?
2. Describe a thinking moment you saw in the video?
3. In that example, how does the teacher model thinking?
4. How does the focus on the author and language help the students dig deeper into the text?



***THINK** about it...*

Let's discuss what you saw:



- What did the teacher do to while reading to develop student thinking?
- Describe a thinking moment you saw in the video?
- In that example, how does the teacher model thinking?
- How does the focus on the author and language help the students dig deeper into the text?



***THINK* about it with Teacher Language**

Take Aways

- What language does the teacher use to prompt and stretch thinking?
- How does the teacher talk force students to continue to think?
- How are students carrying the cognitive load?



***TALK* about it with Questioning**

- Requires analysis of the text's structure and content
- Prompts to support ideas and leads to deeper understanding
- Pushes to engage with the words on the page
- Is sequenced to build knowledge
 - What does the text say?
 - What does it mean?
 - Why did the author include it ? Why does it matter?



TALK about it Discuss and Chart



We will be watching a video and answering the following questions after the video. Read through the questions before we start the video.

- How does the teacher require analysis of the text's structure and content?
- How does the teacher support ideas and leads to deeper understanding?
- How does the teacher push engagement with the words on the page?
- How are the questions sequenced to build knowledge?



***TALK** About It Model*

Watch the video of a Kindergarten literacy lesson again from a new lens :
As you watch this video, think about answering the following questions.

- How does the teacher require analysis of the text's structure and content?
- How does the teacher support ideas and leads to deeper understanding?
- How does the teacher push engagement with the words on the page?
- How are the questions sequenced to build knowledge?



TALK about it Discuss and Chart



- How does the teacher require analysis of the text's structure and content?
- How does the teacher support ideas and leads to deeper understanding?
- How does the teacher develop engagement with the words on the page?
- How are the questions sequenced to build knowledge?



READ, THINK, TALK about it: What can you do?



WRITE about it

After students have discussed ideas they have encountered in print, especially when those ideas are complicated and come delivered via complex syntax and less common vocabulary. After they have had the opportunity to hear text read aloud multiple times, re-read it silently, and ask questions of the text. They need to be able to write their new knowledge through well-crafted questions.



WRITE about it

Why should reading and writing be **EXPLICITLY** connected?

1. Reading and writing are reciprocal processes.
2. Writing should be grounded in an understanding of literary and informational text evidence.
3. Writing Tasks can focus on the most complex portion of text to help students understand text.
4. Writing allows students to productively struggle through reasoning and problem solving.
5. Writing shows teachers what students understand from text comprehension.



WRITE about it

What does this look like?

Here is a second grade sample of text-based writing:

Training a Snow Search Dog

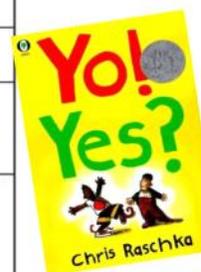
It's hard to train a snow search dog. First, you have to get a pup. They have to love hunting things so they can find people. They have to have a thick coat to stay warm. They have to be strong to climb mountains. It's hard to know which pup is right for you. Next, you need to train the pup. First, you need to play hide and go seek with the dog. The handler goes and hides under the snow and the other person lets go of the leash. The person that is hiding has dog treats, if the dog finds him the dog gets a treat. Hide and seek gets harder when the handler goes farther and he buries him self. The dog goes to find him. Dogs train for two years! Training a snow search dog is rough, but it is important to train them. If we didn't people who are buried in avalanches would die.



Sample connected writing tasks

+ Books to mentor writers...

Writing Traits	Mentor #1	Mentor #2	Mentor #3	Mentor #4	Mentor #5	Mentor #6
Ideas	Good Dog, Carl	Goodnight Moon	Snowflake Bentley	When I Was Young In the Mountains	Home Run	Nothing Ever Happens on 90 th Street
Organization	Brown Bear	Ten, Nine, Eight	Tuesday	The Important Book	Abraham Lincoln: A Photobiography Russell Freedman	The Z was Zapped
Voice	Have You Seen My Duckling?	Farmer Duck	Officer Buckle and Gloria	Heartland by Diane Siebert	Under the Quilt of Night	If I Were In Charge of the World
Word Choice	Rosie's Walk	Diary of a Worm	Owl Moon	Jumanji	Caves by Stephen Kramer	Owl Moon
Sentence Fluency	Where the Wild Things Are	The Snowy Day	Dogteam	The Relatives Came	All the Places to Love	The Important Book
Conventions	No, David!	Don't Let the Pigeon Drive the Bus	Yo Yes	The Ghost-Eye Tree	Punctuation Takes a Vacation	The Heart by Seymour Simon



From *Interactive Read Alouds, k/1; 2/3; 4/5*,
Linda Hoyt, Heinemann, 2007.



WRITE about it Discussion



- What is working in your schools/districts?
- What are next steps for you ?
- Where are the bright spots we can build upon?



Administrator Key Look Fors



Quality of text and purpose of text are essential for effective lesson design.



Lessons focus on more than “sounding out” words and require students to engage in meaning making activities within text work.



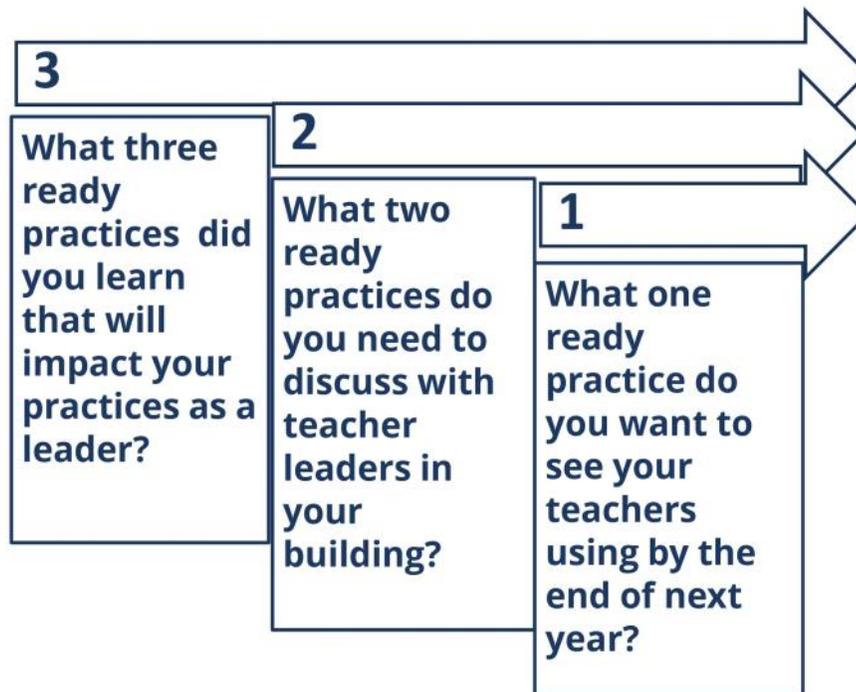
Thinking deeply about a text’s meaning helps creates knowledge.



Daily writing provides an opportunity to express understanding of new knowledge.



Reflection 3 – 2 – 1





**Key Question 3: What Do I Need
to Support My Teachers'
Capacity to Build Ready
Literacy Classrooms?**

Voices from the Field:

Reading is more than
just "sounding out" words

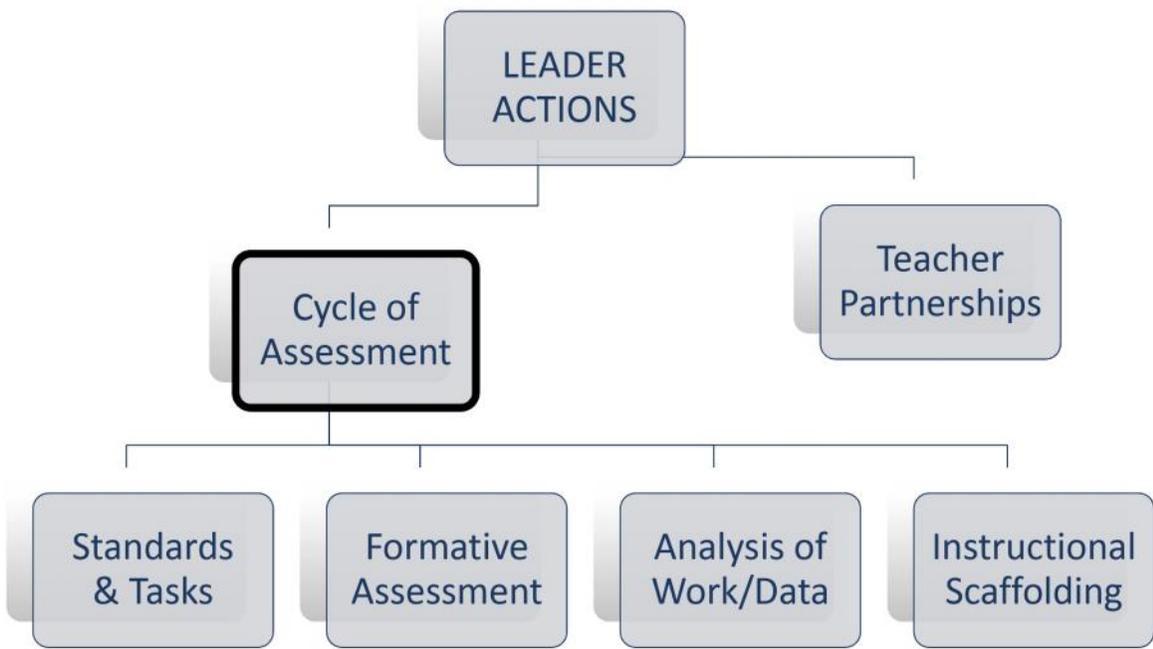


TN

Reminder



Areas for Leader Actions



The Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(S)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?



Teach



Rewind to move forward!

From course one, we learned a common language of focus, rigor, and coherence. As we observe in classrooms, are you seeing examples of:

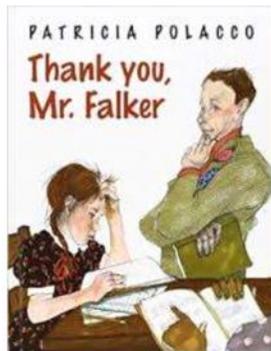
Focus: aligning the lesson to depth of standard

Rigor: developing conceptual understanding with fluency and skill and ensuring mastery through application

Coherence: connecting today's lesson with the lesson before and the future lesson as well as across all content

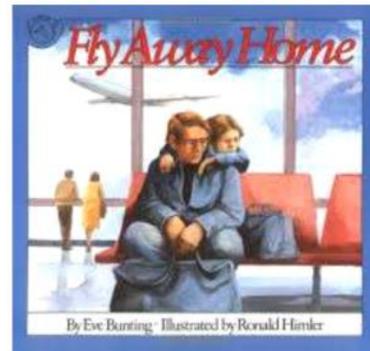


TEACH: Aligning Student Outcomes to Text



Students will be able to describe how the author characterizes Trisha and Mr. Falker, using the character's description, dialogue, and actions.

RL2.1 RL2.3



Students will be able to explain how the trapped bird is used as a symbol for the young narrator and how this symbol influences the narrator's feelings at the end of the story.

RL.3.1, RL 3.3

TEACH: Aligning Student Outcomes to Text



- How are the standards grounded in text?
- What happens when teachers provide well-chosen text-based objectives?
- What happens when students flexibly and interchangeably apply comprehension strategies?
- What are you seeing that works?



TEACH: Tasks

Task predicts performance.

What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

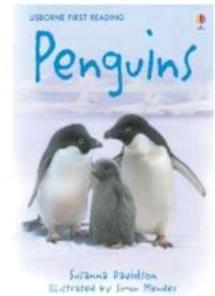
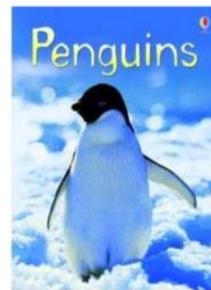
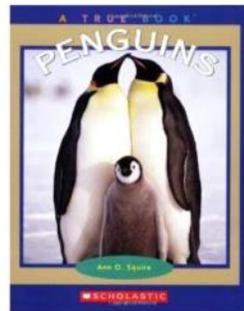
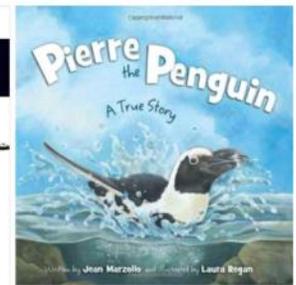
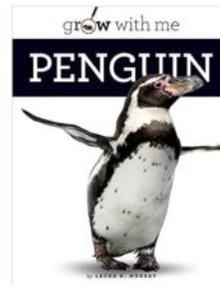
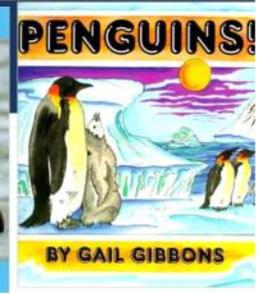
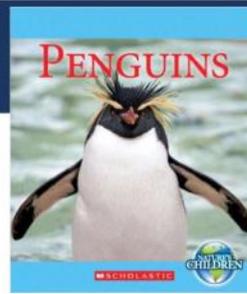
~Richard F. Elmore (2008)

How does a task connect reading and writing for students?

TN

TEACH: Text Sets and Tasks

1. Penguins by Ruth Bjorklund 760L
2. Penguins by Gail Gibbons 740L
3. Penguin by Laura K. Murray 780L
4. Pierre the Penguin: A True Story by Jean Marzollo 580L
5. Penguins by Ann O. Squire 830L
6. Penguins by Emily Bone 840L
7. Penguins by Susanna Davidson 610L



TEACH: Task Exemplar

Task Description:

This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals.

1. In this task, the students are asked to become the experts and write in order to teach others what they know about penguins.
2. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.

Please see digital resource guide for standards alignment.



[See the exemplar task on the next pages.](#)



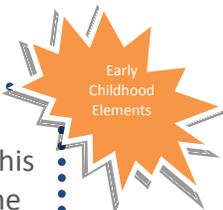
Literacy

GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

UNIT OVERVIEW

This task is embedded in a unit that introduces students to reading and writing informational texts. Students will be encouraged to ask questions of, and answer questions about, the texts they read. Guided practice in writing informational texts, as well as opportunities for students to write independently, are part of the unit.

The purpose of this literacy bundle is to support young students in becoming "experts" on a science topic. The concept of becoming an expert may be applied in many content areas. This particular bundle focuses on animals, specifically penguins, in order to model the process. The unit may be used with any science topic that students would like to pursue. Throughout the unit, teachers should provide students with many opportunities to make meaning through shared learning experiences, exposure to texts, opportunities to discuss, and explore the topic in classroom learning centers. In early childhood, literacy work requires hands-on learning experiences for students to develop in-depth knowledge of a topic, theme, or content areas. See annotations on this page as well as pages 29-32 for examples.



TASK DETAILS

Task Name: We Are Experts

Grade: Kindergarten

Subject: Science

Task Description: This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals. In this task the students are asked to become the experts and write in order to teach others what they know about penguins. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.



Literacy

Standards:

In addition to the standards listed here, this unit provides ample opportunities to develop academic and personal behaviors such as persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. See article "Developing Young Children's Self-Regulation through Everyday Experiences" [here](#).



- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Materials:

Bauer, J. (2007) Cool Penguins ; Scholastic. NY
Taberski , S. (2002) Penguins are Waterbirds. Mondo: NY

Also consider materials needed for learning centers as well as different kinds of writing materials and writing instruments for the performance task. For example: writing materials:
- variety of paper in different sizes - student journals - slant boards and lap desks writing instruments: - pencils with finger grips - markers, colored pencils, crayons, watercolors. It's also a good idea to keep writing tools throughout the classroom to encourage writing!



Look for the Early Childhood Elements icon throughout this document for suggestions for incorporating key early childhood education strategies into tasks and bundles.

Exemplar Task Penguins

Kindergarten students will answer the following questions using text evidence. Their answers will include both illustrations and an explanatory response. Illustrations should use labels and provide text-based answers to the following questions:

1. What do penguins look like?
2. Where do penguins live?
4. What do penguins do?
4. What do penguins eat?



On the next pages, you will see the annotated student work links.

ILLUSTRATING WRITING STANDARD 2

We are Experts: Penguins

This task was administered three weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about animal she was an expert on. This piece is above the standard for kindergarten in that Sophie used the charted facts to write on penguins and then used the text to find further information such as the types of penguins.

Cool Facts

penguins could surf in there belies and in their feet to land. Penguins have big eyes to see under water.

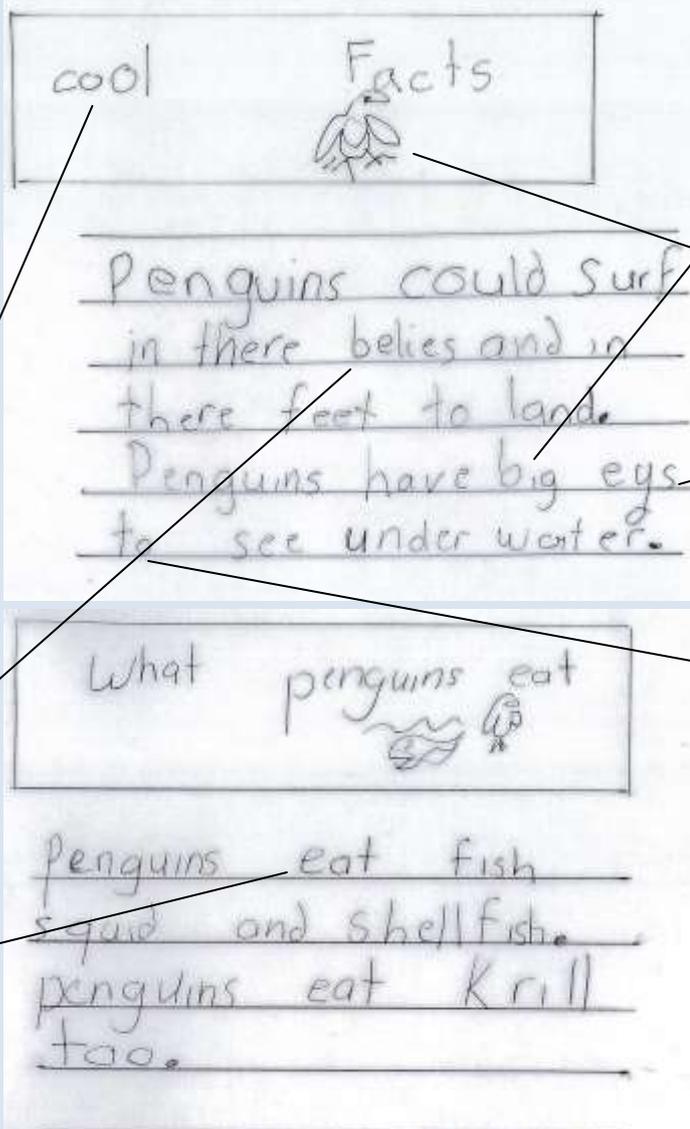
What penguins eat

Penguins eat fish squid and shellfish. Penguins eat krill too.

Sophie gives her writing a topic. She exceeds the standard in that she organizes her ideas under headings. (W.K.2)

Sophie can phonetically spell words she is unsure of and she has a visual knowledge of spelling patterns. (LS.K.2.c)

Sophie exceeds the standards in that she has picked up on the pattern of language from non-fiction texts and is writing in the present tense. She is able to distance herself as a writer. (W.K.2, LS.K.1f)



Sophie includes more than one idea in her piece without teacher support. (W.K.2)

Sophie draws as a way of planning for writing. (W.K.2)

Sophie is beginning to use more complex sentence structures. (W.K.2)

Adds detail to provide more information for the reader. (W.K.2)

Sophie exceeds the standard in that she extends her writing over a number of pages and grouping ideas under headings. (W.K.2)

What do penguins do?

penguins lay there eggs
and keep them warm.
penguins swim with there
flippers. Penguins e
to be alive.

Sophie exceeds the standards in that she went back to the text to gather further information for her writing. She checked how many different kinds of penguins there were. (W.K.2)

What kinds of penguins

There are 17 diffoot
penguins theres a fairy,
a galapagos, snore
a rock hopper and
african penguins. These
are the loudest penguins that
they sound like donkeys

where penguins live?

penguins live in the
vicar/antarctic of the earth and
that place is called
~~too~~ is antarctica too.

Sophie is above average in her ability to revise and edit her work, which she does without prompting. (W.K.5 **not assessed in task)

Context for the writing

Sophie wrote a piece on penguins, revising and editing her work as she wrote. Sophie went back to the text to search for information when naming the various types of penguins. She drew on the extensive “immersion” by the teacher (read aloud, shared, guided reading, and independent reading of informational texts, and shared writing charts) to support the writing of her own piece. Sophie chose to write an additional informational text about spiders using the charts created during the unit and a book on spiders to get information for her writing.

Sophie’s writing Rubric

Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

Student:

Teacher:

Class:

Kindergarten

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans for writing by using, talk, drawing, and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols, often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks ‘writing’ can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using a writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

Teacher-student conversations

Sophie’s learning step from her previous information text was to add on to her ideas with details to add interest for the reader.

The teacher reminded Sophie of this during her conference. Together they looked at the shared writing

model where the teacher had added comments. Sophie then added to her writing.

Throughout the unit the focus had been on asking questions, and this was the organizing framework demonstrated in shared writing (using a question as a heading) with the students providing answers from the text. Sophie has followed this model, although her headings are actually statements.

Kindergarten: At Grade Level

ILLUSTRATING WRITING STANDARD 2

We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

Transcript: *Penguins*

1. What do penguins look like?

Penguins have beak. and we feet and flPr. and eyes.

2. Where do penguins live?

Penguins live in the cold ice and the ice water.a

3. What do penguins do?

Penguins cannot fly. penguins wddle on the ice

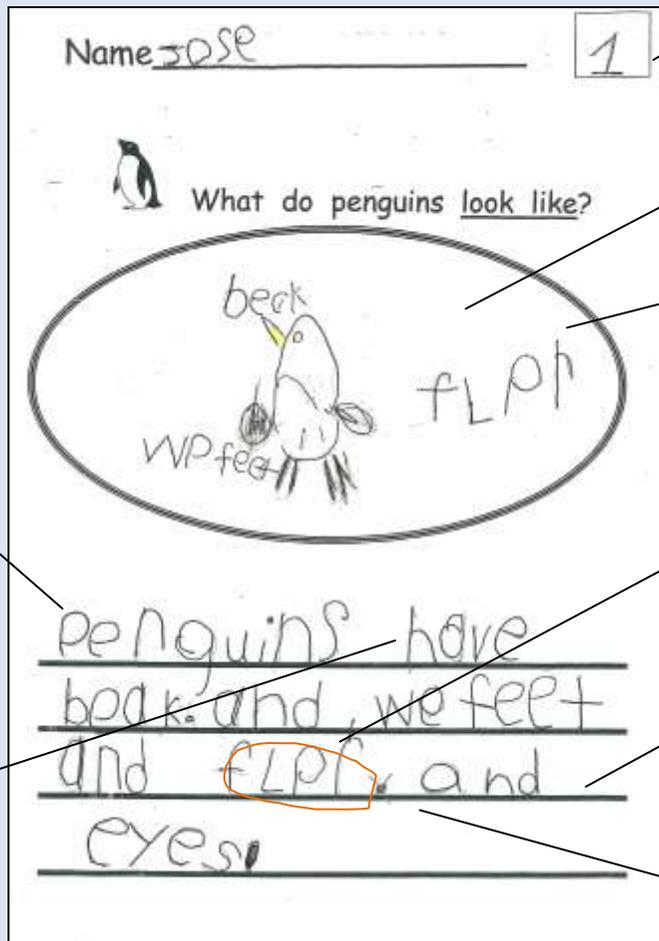
4. What do penguins eat?

Penguins like fish and skd.

Jose establishes the topic in the first sentence and supplies information about the topic. Penguins have ‘beak’ ‘feet’ ‘flPr’, and ‘eyes’. (W.K.2)

Jose exceeds the standards in that he has picked up on the pattern of language from non-fiction texts and is writing in the present tense. He has distanced himself as a writer. Jose is also able to group ideas. (W.K.2)

This piece of writing shows a clear response to the task, with Jose using a combination of drawing and writing to convey information about penguins. This piece meets the standard for kindergarten.



Jose extends writing over a number of days. Page 1 of 4 (W.K.2)

Jose draws as a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as “we’ feet, ‘flPr’ ‘penguins’, ‘beak’. (W.K.2)

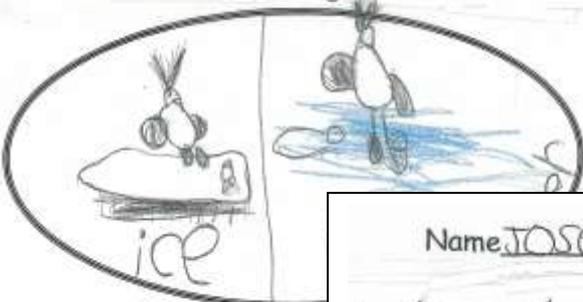
Jose can phonetically spell words he is unsure of. He identifies the dominant sounds. (W.K.2)

Jose uses a conjunction ‘and’ to join ideas in a sentence. (W.K.2)

Jose is attempting to use periods, but tends to over-use them. (W.K.2, L.S.K.2.b)

Name JOSE 2

Where do penguins live?

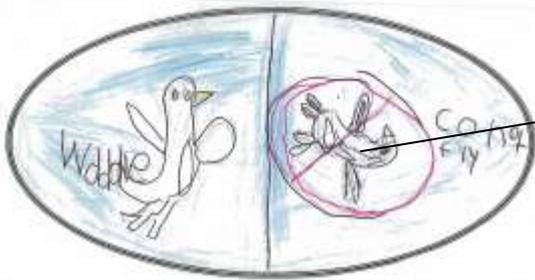


penguins
on the ice
and the
water.

Jose began by selecting the paper with the question he wanted to answer. On pages 2, 3, and 4 he selected paper without questions and wrote in his own. (RI.K.1)

Name JOSE 3

What do penguins do?



penguins cannot fly.
penguins waddle
on the

Jose uses labeled illustrations in his writing. He uses the circle with the line through it to show penguins cannot fly. (W.K.2)

Name JOSE 4

What do penguins eat?



penguins like
fish and squid

Jose is beginning to revise and is able to identify some of the words he is not sure how to spell. Observations of Jose showed he frequently reread what he had written to retain meaning before continuing writing. (LS.K.4.a)

Teacher Student Conversations

After the first draft, Jose explained that he had diagrams to help readers. He read what he had written, commenting on the diagram of the penguin not being able to fly and how he put a line through it.

Teacher: That is really interesting. Do you have anything else to tell the reader about penguins?

Jose: No.

Teacher: Do you think it is ready for others to read – what are you going to do next?

Jose: Find words I don't know.

Teacher praises and moves away leaving Jose rereading his work.

Jose's Writing Rubric

Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

Student:

Teacher:

Class:

Kindergarten

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans by for writing using talk, drawing and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks 'writing' can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

Where to next

To move Jose towards the next learning step, the teacher might help him to focus on:

- supporting ideas with some simple details or comments;
- varying sentence beginnings;
- paying more attention to correct use of periods.

This could be done by...

- asking questions while conferring that prompt Jose to add detail;
- modeling of writing using these strategies, and discussion about the process;
- exploring models of writing which exemplify these strategies, giving feedback against the criteria that have been set with Jose.

Kindergarten- Below Grade

ILLUSTRATING WRITING STANDARD 2

We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model.

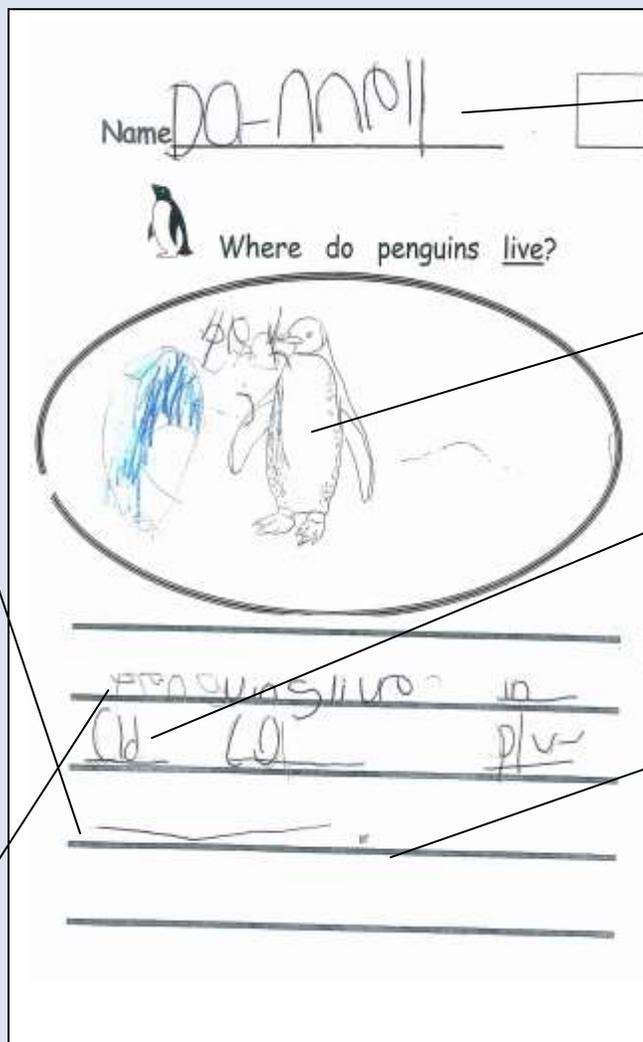
Transcript: *Where do Penguins live?*

This piece of writing shows an attempt at a response to the task, with Do-nnell using a combination of drawing and writing to convey information about penguins. This piece does not meet the standard for kindergarten.

Where do penguins live?
penguins live in Cl d Col plu-
cold cold

Do-nnell’s writing does not meet standard because the teacher needed to draw for her (she did add to the picture). The picture has a label “beck” and this does not match his writing. The first two words were copied from the question (which shows independence). Do-nnell then became stuck. The teacher supported by having her orally rehearse what she wanted to say then helped her count the words. The teacher drew lines for the words as a support. (W.K.2)

Do-nnell has used the model provided by the teacher and begun her writing “penguins live...” (W.K.2)



Do-nnell can write her name

Do-nnell is beginning to draw as a way of planning. (W.K.2)

Do-nnell can phonetically spell words she is unsure of. She can identify most sounds. (LS.K.2.d)

Do-nnell is not yet punctuating her work. The period was put there by the teacher. (LS.K.2.b)

Do-nnell has difficulty sustaining writing independently.

Teacher Student Conversations

During the first draft:

- Teacher: Can you tell me what you want to tell the reader?
- Do-nnell: Where the penguins live
- Teacher: That will be interesting – I like the label in your diagram. Can you read what you have written so far?
- Do-nnell: penguins live
- Teacher: What do you want to say next?
- Do-nnell: in (pause) in cold cold places
- Teacher: You know how to write ‘in’ (teacher waits while she writes) – well done – tell me again what you are going to write next.
- Do-nnell: Penguins live in cold, cold places (counting on her fingers). Teacher draws the lines for each word and leaves Do-nnell to finish.

Do-nnell’s writing rubric.

Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

	Level 1 Well below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	- orally recounts own ideas	- chooses to write on a narrow range of familiar topics	- gathers information from reading and forms and expresses simple ideas	- writes on unfamiliar topics gathering ideas from listening to and reading texts
	- tells what writing/drawing is about	- holds an idea in head long enough to write it down	- begins to support ideas with some detail	- begins to add or delete details and comments, showing some selectivity in the process
Organization	- shows some evidence of planning by drawing	- plans by drawing pictures that match writing	- plans for writing using talk, drawing, and simple graphic organizers with support	- plans for writing by using talk, drawing, and simple graphic organizers
	- beginning to separate writing and drawing	- often writes lists of unconnected ideas	- gives writing a title and uses diagrams with guidance	- gives writing a title and uses features such as diagrams and illustrations and labels
	- places letter/drawings randomly on the page	- uses some organizational structures, with support	- uses a partial organizational framework, e.g., groups ideas under headings	- organizes ideas and information with confidence and uses headings to support the reader
Language Features	- repeats a few known symbols often using letters from own name	- uses simple sentences with or without punctuation	- composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	- begins to use a variety of sentence structures, beginnings, and lengths
	- attempting to write down words	- uses vocabulary from oral language	- uses vocabulary drawn from oral language and reading	- uses a large and increasing bank of topic-specific, and personal-content words to create meaning
	- thinks 'writing' can be read by others	- writing reflects oral language	- includes some written language structures	- uses written language structures
Conventions	- uses drawings, signs, and symbols to convey message	- uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	- spells some high-frequency words correctly and begins to use some common spelling patterns	- spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	- writes random strings of letters	- recognizes some words in print but not yet using these in writing	- locates words in the classroom on the word wall in the environment	- demonstrates independence by using a writing resources, e.g., word lists, word wall
	- forms some letters correctly	- leaves a space between words	- uses capital letters and full stops to begin and end sentences	- uses capitals, periods, and question marks appropriately

Where To Next

To move Do-nnell towards her next learning step, the teacher might help her focus on:

- extending ideas with some simple comments;
- getting her ideas down efficiently by using word resources around the room;
- orally rehearsing her writing to help clarify her ideas.

This could be done by...

- ongoing class and individual discussion, prompting further detail through questioning;
- further shared reading and writing of informational texts;
- conferencing in reading and writing programs.

TEACH: Task Non-exemplar

How does this task differ from the penguin task?

Task Description:

After reading *The Playground* by Aksel Gake, The students can illustrate his or her favorite activity on the playground. The students will match label to the picture.

Standards: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



***TEACH:** Tasks Change the Experience*



1. How does this task show students doing the thinking from the text?
2. How does this task allows students to engage in productive struggle and **rigor around literacy**?
3. How does this intentional planning cause **coherence**?
4. How does this task match the text's purpose to the depth of the standard?



TEACH: Connecting to the TEAM Rubric

Indicators	Descriptors (Level 5- Significantly Above Expectation)
Standards & Objectives (Instruction)	<ul style="list-style-type: none">• All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.• Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.
Instructional Plans (Planning)	Instructional plans include: <ul style="list-style-type: none">• measurable and explicit goals aligned to state content standards;



[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

The Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(s)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?



ASSESS: Formative Assessment

Formative Assessment (*for learning*)

"Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning."

Difference - **PURPOSE**

Summative Assessment (*of learning*)

"Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness."

TN

***ASSESS:* Connections to Written Expression**

Writing should be an expression of understanding that synthesizes new knowledge and is incorporated into every day learning.

.

The goal is for the students to view writing as a way to share and express their learning.



Writing is not general skill that should be taught independent of reading.

Writing is a powerful formative and/or summative assessment.



***ASSESS:* Written Expression**

Effective writing experiences should show us the following:

- students' understanding of new knowledge;
- students' ability to synthesize new knowledge;
- students' ability to express new knowledge;
- students' mastery and misconceptions;
- struggles for groups of students;
- and, any misconceptions about the concept.

Where do you see these types of writing experiences in your school or district?



ASSESS: Written Expression

When writing is an extension of reading and meaning making, how does writing become a formative assessment tool?

In using a writing sample as a formative assessment tool, the purpose would be to gather evidence to improve student learning.

What would a teacher learn from a student writing sample?



Connecting to the TEAM Rubric (Literacy)

Indicators	Descriptors (Level 5- Significantly Above Expectation)
Assessment (Planning)	Assessment Plans: <ul style="list-style-type: none"> • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks;
Student Work (Planning)	Assignments require students to: <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.



[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

The Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(S)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?



ASSESS: Types of Analyses

Specific Analysis	Global Analysis
What does the student work show that the students know?	How well did my class do as a whole?
What does the student work show that the students do not know?	What are the strengths and weaknesses in the standards?
What are the students thinking?	Who are strong and weak students?
What gaps exist in the students' thinking?	What do our TVAAS reports say about our students?
What are the implications of this work for instruction?	Who should be in tier 2 or tier 3 intervention?



ANALYZE: Bridge to Practice



- When you walk the hallways of your building, what does student work look like?
- What kinds of writing tasks are occurring?
- We asked you to bring five samples of student work.
- Let's look at your student work.

Let's look at work samples that are deeply analyzed.



ANALYZE: Bridge to Practice Work Samples

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about animal she was an expert on. This piece is above the standard for kindergarten in that Sophie used the charted facts to write on penguins and then used the text to find further information such as the toes of penguins.

Cool Facts
penguins could surf in there belies and in their feet to land. Penguins have big eys to see under water.
What penguins eat
Penguins eat fish squid and shellfish. Penguins eat krill too.

cool Facts
Penguins could surf in there belies and in there feet to land.
Penguins have big eys to see under water.

What penguins eat
Penguins eat fish squid and shellfish.
penguins eat Krill too.

Sophie gives her writing a topic. She exceeds the standard in that she organizes her ideas under headings. (W.K.2)

Sophie can phonetically spell words she is unsure of and she has a visual knowledge of spelling patterns. (L.S.K.2.c)

Sophie exceeds the standards in that she has picked up on the pattern of language from non-fiction texts and is writing in the present tense. She is able to distance herself as a writer. (W.K.2, L.S.K.1f)

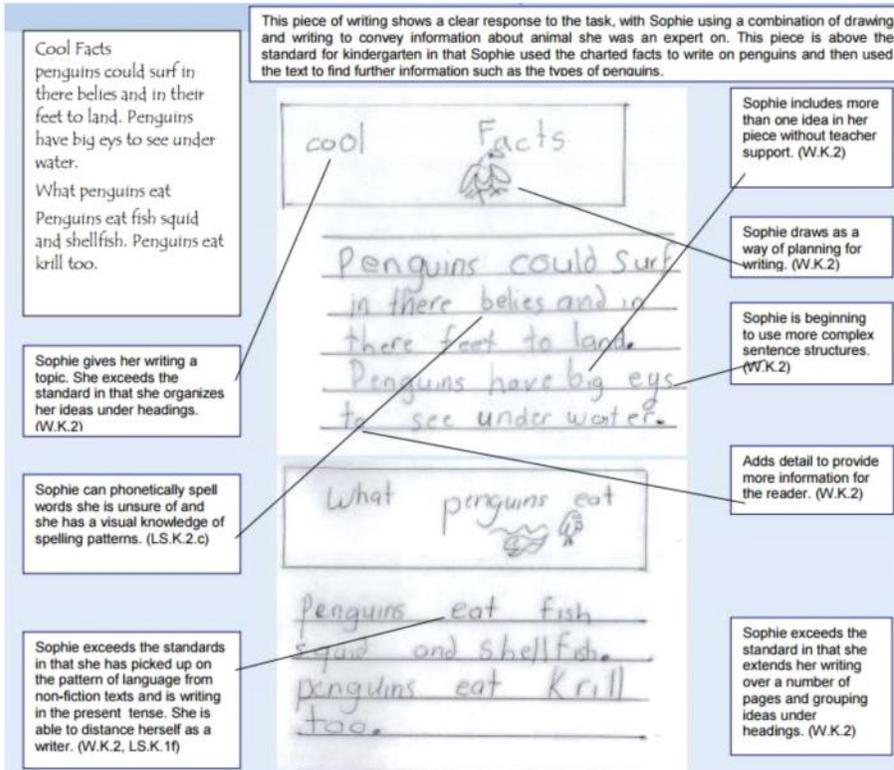
Sophie includes more than one idea in her piece without teacher support. (W.K.2)

Sophie draws as a way of planning for writing. (W.K.2)

Sophie is beginning to use more complex sentence structures. (W.K.2)

Adds detail to provide more information for the reader. (W.K.2)

Sophie exceeds the standard in that she extends her writing over a number of pages and grouping ideas under headings. (W.K.2)

The image shows a child's handwritten work sample about penguins. It is organized into two main sections with headings: "cool Facts" and "What penguins eat". The first section contains two sentences: "Penguins could surf in there belies and in their feet to land." and "Penguins have big eys to see under water." The second section contains two sentences: "Penguins eat fish squid and shellfish." and "penguins eat Krill too." There are small drawings of a penguin and some fish. The work is annotated with several callout boxes on the left and right sides, each containing a specific observation about the child's writing skills and how they relate to educational standards. A red box with the letters "TN" is located in the bottom right corner of the work sample area.

ANALYZE: Bridge to Practice Work Samples

1. What do penguins look like?

Penguins have beak. and we feet and flpr. and eyes.

2. Where do penguins live?

Penguins live in the cold ice and the ice water.a

3. What do penguins do?

Penguins canot fly. penguins wddle on the ice

4. What do penguins eat?

Penguins like fish and skd.

Jose establishes the topic in the first sentence and supplies information about the topic. Penguins have 'beak' 'feet' 'flPr', and 'eyes'. (W.K.2)

Jose exceeds the standards in that he has picked up on the pattern of language from non-fiction texts and is writing in the present tense. He has distanced himself as a writer. Jose is also able to group ideas. (W.K.2)

This piece of writing shows a clear response to the task, with Jose using a combination of drawing and writing to convey information about penguins. This piece meets the standard for kindergarten.

Name: Jose 1

What do penguins look like?



penquins have
beak and we feet
and FLPr and
eyes

Jose extends writing over a number of days. Page 1 of 4 (W.K.2)

Jose draws as a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as "we" feet, 'flPr' 'penguins', 'beak'. (W.K.2)

Jose can phonetically spell words he is unsure of. He identifies the dominant sounds. (W.K.2)

Jose uses a conjunction 'and' to join ideas in a sentence. (W.K.2)

Jose is attempting to use periods, but tends to over-use them. (W.K.2, L.S.K.2.b)



ANALYZE: Bridge to Practice Work Samples

Transcript: *Where do Penguins live?*

This piece of writing shows an attempt at a response to the task, with Do-nnell using a combination of drawing and writing to convey information about penguins. This piece does not meet the standard for kindergarten.

Where do penguins live?
penguins live in Cld Col plu-
cold cold

Do-nnell's writing does not meet standard because the teacher needed to draw for her (she did add to the picture). The picture has a label "beck" and this does not match his writing. The first two words were copied from the question (which shows independence). Do-nnell then became stuck. The teacher supported by having her orally rehearse what she wanted to say then helped her count the words. The teacher drew lines for the words as a support. (W.K.2)

Do-nnell has used the model provided by the teacher and begun her writing "penguins live..." (W.K.2)

Name: Do-nnell

Where do penguins live?

Do-nnell can write her name

Do-nnell is beginning to draw as a way of planning. (W.K.2)

Do-nnell can phonetically spell words she is unsure of. She can identify most sounds. (L.S.K.2.d)

Do-nnell is not yet punctuating her work. The period was put there by the teacher. (L.S.K.2.b)

Do-nnell has difficulty sustaining writing independently.



ANALYZE: Bridge to Practice Discussion

1. Are your work samples tied to standards?
1. How can the writing samples you have be used as a formative assessment?
2. What do the writing samples tell you about students?
3. What do they not tell you about students can do?



Samantha (20) 2-25-16
Write about what it would be like if you were President.

Peppri get paid the same.
Help the poor. make techs get
paid. Be kind to athese.
make hases the same puxs.
th

Samantha (20) 2-25-16
WHY WOULD YOU BE A GOOD PRESIDENT?

It woud be nice
and kin and I love
the pepri/s.



name: Landon 20

Would you like for the Cat in the Hat to come over to your house to play on a rainy day?

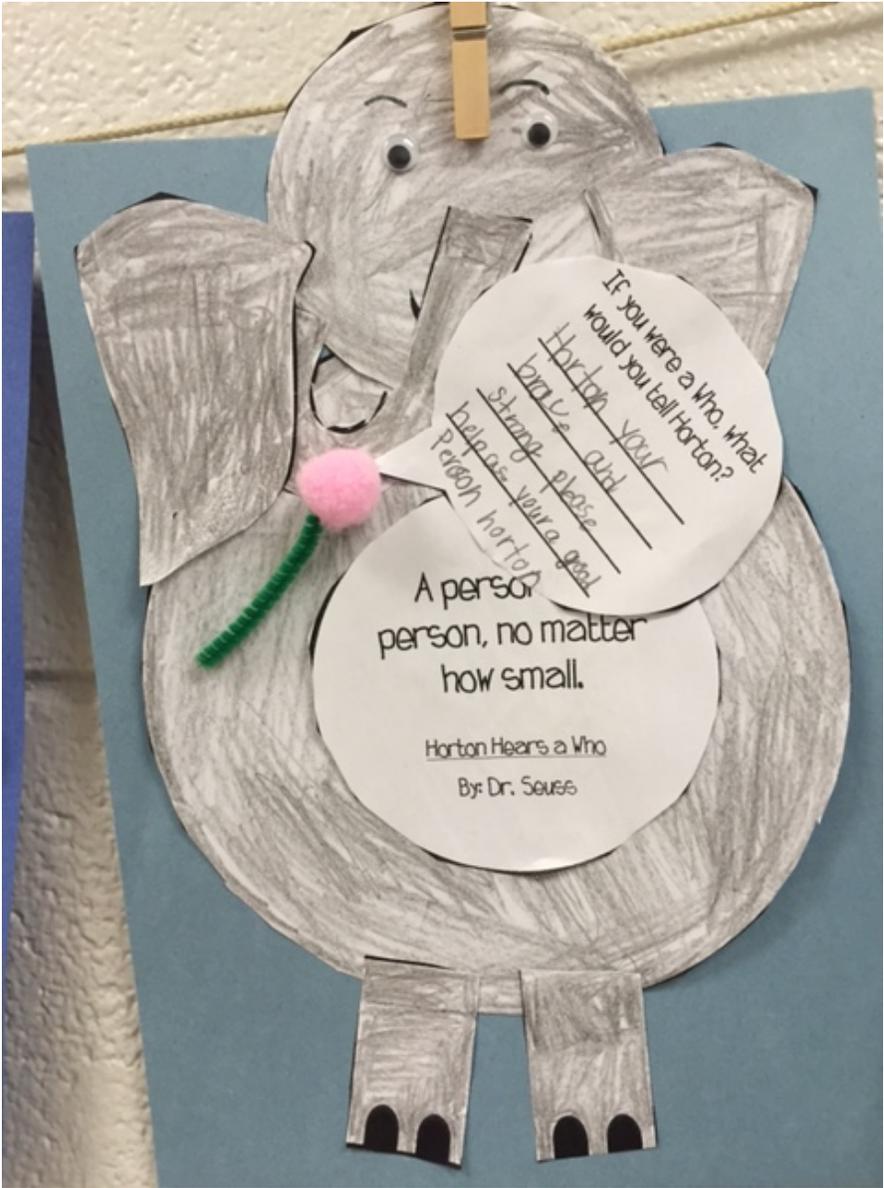
I do not want with the most in the hat to come!

He will make a mess.

That 1 and 2 will make a mess. He is a bad cat.

I do not want the cat in the hat to come to my house.





If you were a who, what would you tell Horton?
Horton your
brain, and
please help us your goal
Person Horton

A person
person, no matter
how small.

Horton Hears a Who
By Dr. Seuss

***ANALYZE:* Connecting to the TEAM Rubric (Literacy)**

Indicators	Descriptors (Level 5- Significantly Above Expectation)
Assessment (Planning)	Assessment Plans: <ul style="list-style-type: none"> • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks;
Student Work (Planning)	Assignments require students to: <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.



[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

The Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(s)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?



ACTION: Scaffolding

The term *scaffold*, as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process “that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.”

Guided Instruction-Fisher and Frey, 2010

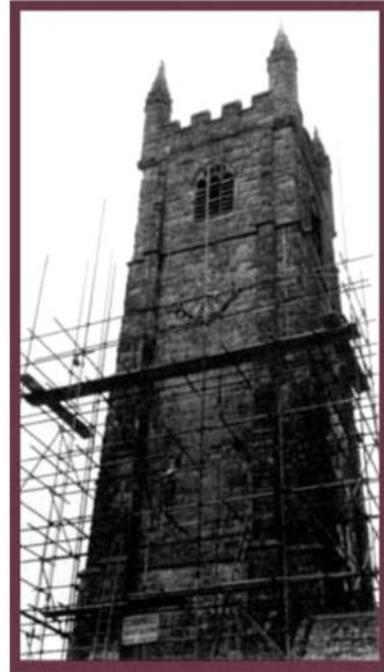


Image retrieved from <http://serc.carleton.edu/details/images/765.html>

TN

Effective Use of the Gradual Release of Responsibility Model

By

Dr. Douglas Fisher

*Professor of Language and Literacy Education
San Diego State University*

Evidence on effective instruction is accumulating at an amazing rate. We know that all learners need purposeful instruction in reading skills and strategies, motivation to read, access to a wide variety of texts, and authentic opportunities to read and write both inside and outside of school (Farstrup & Samuels, 2002; Fink & Samuels, 2008). We also know that students need to develop their expertise in all aspects of reading and writing, including oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension (Frey & Fisher, 2006). And we also know that the skills of the teacher, and how the teacher uses valuable instructional time, matters.

This evidence on effective literacy teaching, which includes small group instruction, differentiation, and a response to intervention, presents a challenge for many teachers and schools. Clearly, whole-class instruction will not work to improve the literacy achievement of our children. To be effective, teachers have engaged students in purposeful instruction designed to meet the needs of individual and smaller groups of students.



The Gradual Release of Responsibility Model

A common way that teachers can do this is to use a gradual release of responsibility model (Pearson & Gallagher, 1983). The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This gradual release

may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility "... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl, 2005).

The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

Components of the Gradual Release of Responsibility Model

As delineated in the visual representation in Figure 1 (Fisher & Frey, 2008), there are four interactive (or interrelated) components of a gradual release of responsibility model:

- **Focus Lessons.** This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers and opportunity to build and/or activate background knowledge.

- **Guided Instruction.** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

- **Collaborative Learning.** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation.

- **Independent work.** As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

How is the Gradual Release of Responsibility Used?

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.

Implementing the gradual release of responsibility model requires time. Instructional planning can consume hours of a teacher's time. As teachers, we have to plan for a diverse group of learners, students learning English, students who find reading easy and those who struggle, and students who need strategic intervention to be successful. As part of a gradual

release of responsibility model, curriculum must be vertically aligned. Our students do not have time to waste on skills and strategies they have already mastered. Similarly, without strong vertical alignment as part of the gradual release of responsibility model, skills can be missed.

What is vertical alignment?

Vertical alignment is both a process and an outcome, the result of which is a comprehensive curriculum that provides learners with a coherent sequence of content. Vertical alignment ensures that content standards and reading skills and strategies are introduced, reinforced, and assessed. Vertical alignment guarantees

“As part of a gradual release of responsibility model, curriculum must be vertically aligned.”

that instruction is targeted on the intersection between student needs and content standards. In curricula with strong vertical alignment, content redundancy is reduced and the curriculum is rigorous and challenging.

Why is vertical alignment important?

First and foremost, strong vertical alignment accommodates a wide variety of developmental levels and is designed to increase the intellectual, personal, physical, social, and career development of all students. Vertical alignment allows teachers increased precision in their teaching because they are not teaching content that is covered elsewhere or that students have mastered previously. Vertical alignment also ensures that specific content standards are not entirely missed as a teacher at one grade assumes someone else focused on that content.

Conclusion

With strong vertical alignment and purposeful instruction, students learn. While there are many reasons that children struggle with reading and writing, there are not endless numbers of solutions. Students who find literacy tasks difficult deserve increased attention from their teachers, quality reading materials, and authentic opportunities to read and write. If we provide them with these essentials, we can expect great things. If we do not, we cannot expect students to know themselves or their world.

References

- Buehl, D., "Scaffolding," *Reading Room*, 2005, <www.weac.org/News/2005-06/sept05/readingroomoct05.htm> (November 11, 2006).
- Duke, N. K. and P. D. Pearson, "Effective Practices for Developing Reading Comprehension," in A. E. Farstrup & S. J. Samuels (eds.), *What Research has to Say About Reading Instruction*, International Reading Association, Newark, Delaware, 2002, pp. 205-242.
- Farstrup, A. E. and S. J. Samuels (eds.), *What the Research has to Say About Reading Instruction*, 3rd ed., International Reading Association, Newark, Delaware, 2002.
- Fink, R. and S. J. Samuels (eds.), *Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing*, International Reading Association, Newark, Delaware, 2008.
- Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," *The Reading Teacher*, 61, 2007, pp. 32-45.
- Fisher, D. and N. Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2008.
- Frey, N. and D. Fisher, *Language Arts Workshop: Purposeful Reading and Writing Instruction*, Merrill Education, Upper Saddle River, New Jersey, 2006.
- Kong, A. and P. D. Pearson, "The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners," *Research in the Teaching of English*, 38, 2003, pp. 85-124.
- Lloyd, S. L., "Using Comprehension Strategies as a Springboard for Student Talk," *Journal of Adolescent and Adult Literacy*, 48, 2004, pp. 114-124.
- Pearson, P. D. and M. C. Gallagher, "The Instruction of Reading Comprehension," *Contemporary Educational Psychology*, 8, 1983, pp. 317-344.

Teacher Responsibility

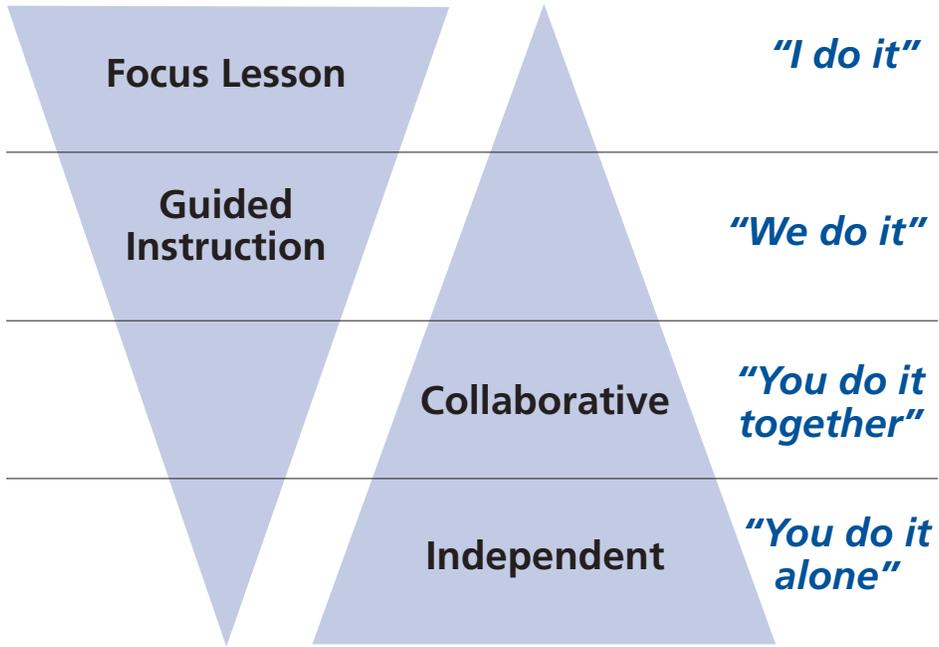
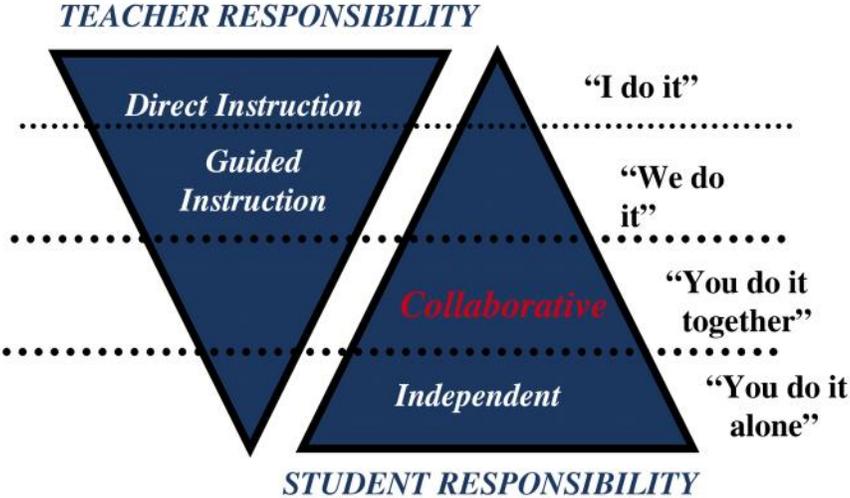


Figure 1

ACTION: Effective components of Scaffolding

A Model for Success for All Students “Gradual Release of Responsibility”



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.



ACTION: Discussion

- When did “I do” occur?
- When did “we do” occur?
- When did “you do it together” occur?
- When did “you do it independently” happen?



ACTION: Debrief

How does *Gradual Release of Responsibility* fit into effective reading practices

Read About It

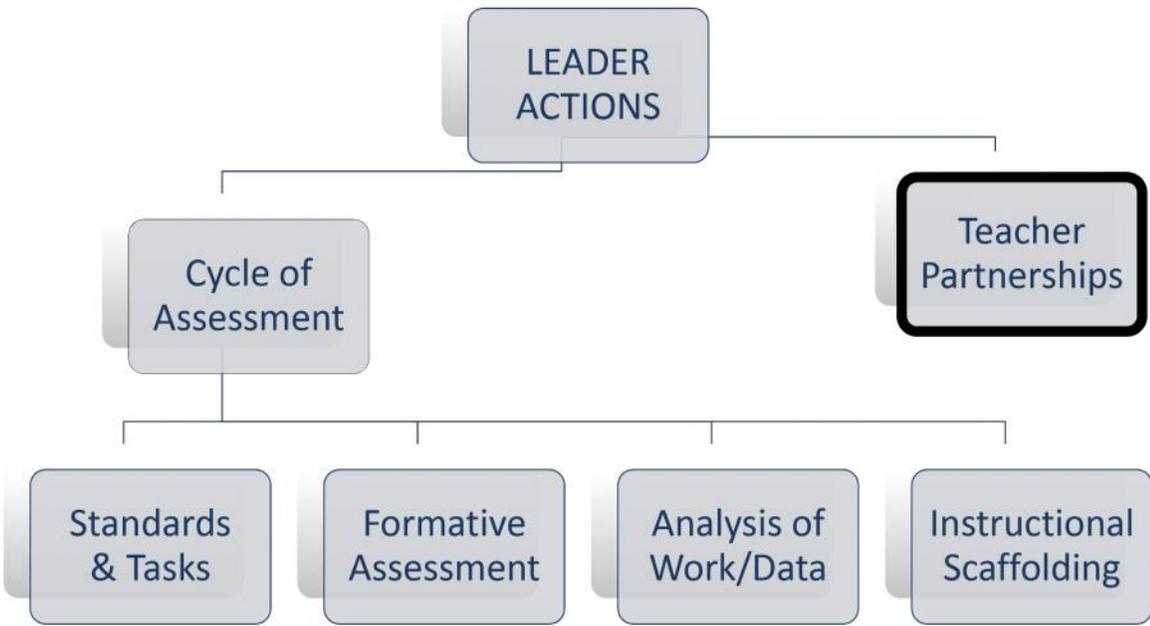
Think About It

Talk About It

Write About It



Areas for Leader Actions

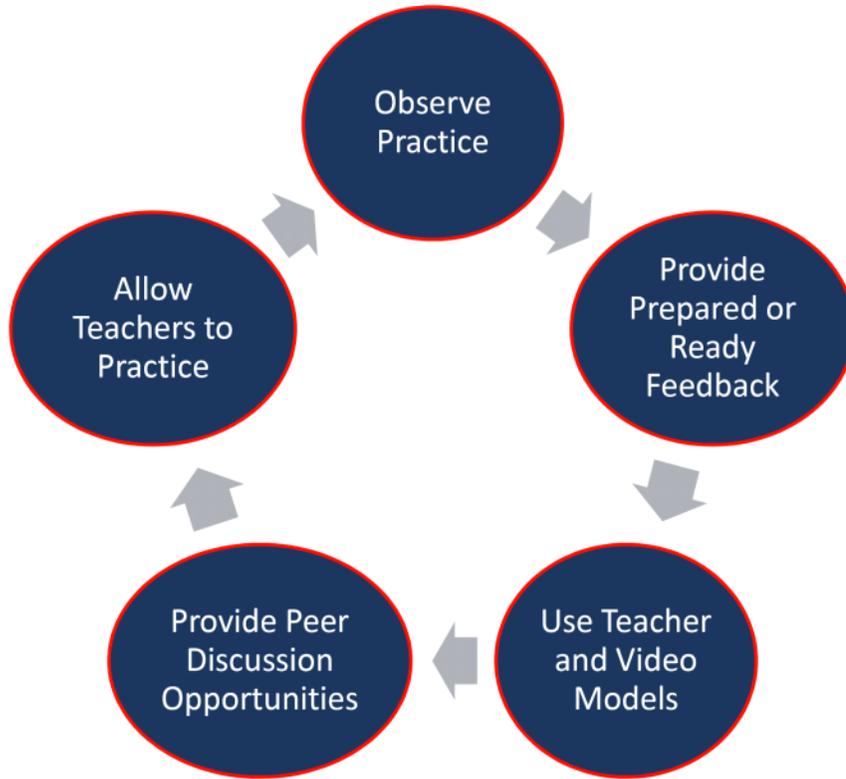


PARTNERSHIPS: How do you build teacher capacity?

Teacher knowledge and practice are critical. Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.



Building Teacher Capacity



Teacher Partnerships

- Teacher partnerships provided **job embedded, collaborative professional learning** focused on a specific topic.
- Partners **work collaboratively during regular times** to strengthen practice.
- Teacher partnerships build capacity and **create a culture of learning** throughout the school.



Image retrieved from
<https://gpaenews.wordpress.com/category/gpaen-news/page/2/>



Leaders Build Teacher Capacity

Students need access to highly effective teachers.

Students who had highly effective teachers were **far more likely** to advance to a higher achievement level than students who did not.

Lower achieving students are **significantly less likely** to be placed in the classrooms of our highest rated teachers.



1 %) Ł(° " ž1 A , , 1 SS TO
1 , , 1 žž1 " (
1 ˇ) , ° (# & !

September 2015

Tennessee Department of Education

Table of Contents

Executive Summary..... 2

Introduction 7

Theory of Action 9

Data and Performance..... 11

Stakeholder Engagement..... 21

Root Cause Analysis 24

Strategies for Achieving Objectives 26

Ongoing Monitoring and Support..... 44

Conclusion 45

Appendix 46

 Definitions

 Three Facts About TVAAS

 District Human Capital Data Report - Mock District

 District Equity Gap Report – Mock District

 Tennessee Education Association Feedback

Tennessee's plan to ensure equitable access to excellent educators is a continuation of the work we have engaged in over the last several years to improve students' access to effective teaching. Through our Race to the Top plan, we have focused on a set of ambitious goals to address achievement gaps and ensure growth for all students. Our efforts to address issues of inequity are evident in many of the human capital strategies and initiatives we have implemented in pursuit of these goals. Moving into the 2015-16 school year, Tennessee aims to maintain its emphasis on rigorous standards, aligned assessment and strong accountability and to focus on five priority areas: early foundations and literacy, high school and the bridge to postsecondary, all means all, educator support and district empowerment. As part of this new plan, we continue to refine the ways we examine equity issues, consider the state's key levers in addressing these issues, and develop a set of new data metrics to consider and share.

Theory of Action

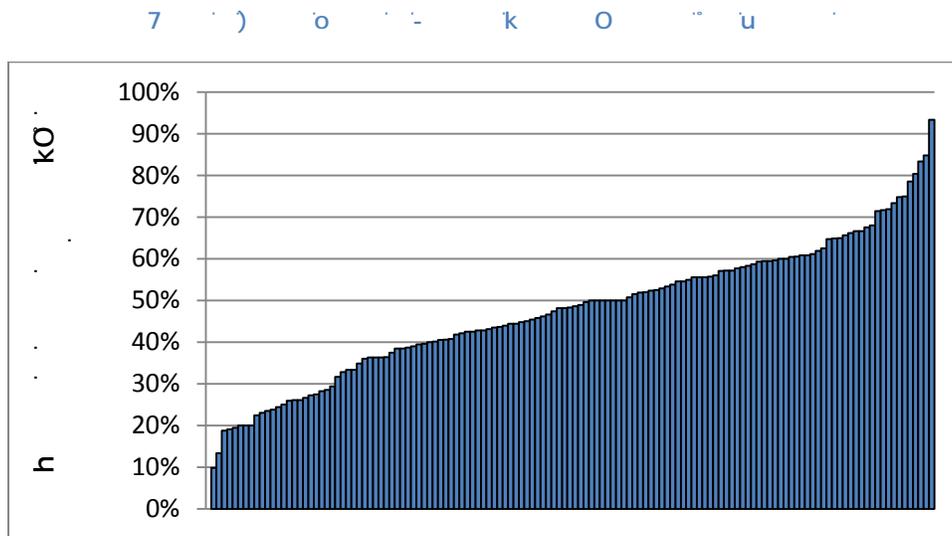
Our theory of action for addressing issues of inequity centers on the following principles and key beliefs:

- Research shows that teachers have a greater impact on student achievement than any other in-school factor. Yet some students, in many instances the students who need good teaching the most, systematically do not have the same access to effective teaching.
- We believe this gap develops as a result of two key issues: 1) an inadequate supply of effective teachers and 2) the within- or between-school factors limiting access to effective teachers for particular groups of students. We carefully examine data metrics for each of these issues.
- There are a number of factors that impact a district's supply of effective teachers and students access to those teachers. To address these issues we need to continue working with districts to improve human capital management—preparation, recruitment, hiring, staffing, evaluation, development, retention, and compensation. Much of this work has been underway in Tennessee over the last several years.
- Districts vary considerably in the set of human capital issues they face, and improving access to meaningful data we believe will lead to improved district-level decision-making in this area.
- Our strategy for engagement includes several phases: initial support for districts across the full spectrum of human capital decisions, providing data to districts to facilitate targeted analyses and initiatives, and, finally, public transparency and accountability for equity and results.

Data and Performance

Defining the Issue: We describe state-level equity gaps in terms of both the supply and access to highly effective teachers. Highly effective teachers are defined as those teachers who achieve a level four or five rating on our Tennessee Value Added Assessment System (TVAAS). We believe that focusing on outcome measures like student growth is critical to improving equitable access.

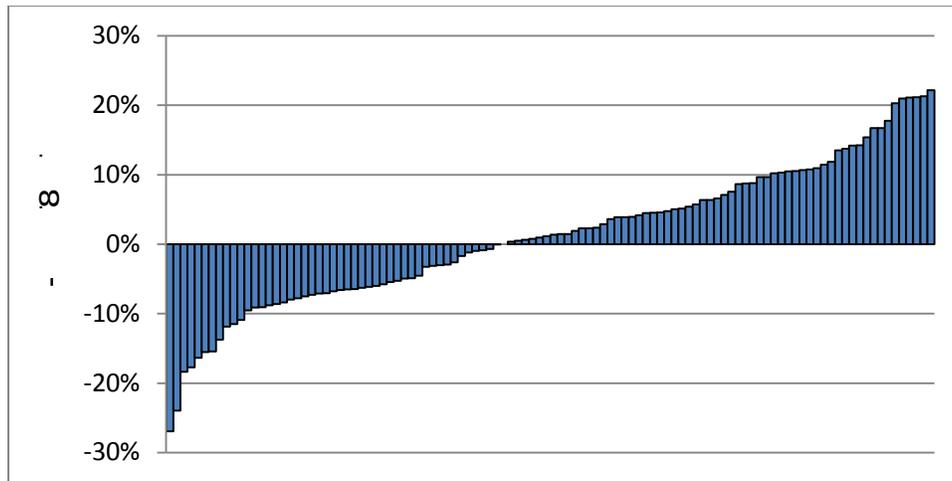
Supply of Effective Teachers: To consider issues of equity, we first begin with the supply gap. As evidenced in Figure 1, we know that not all districts currently have the same supply of highly effective teachers. For some districts, the challenge of addressing issues of equity will begin with improving the pipeline of incoming teachers as well as the effectiveness of current teachers.



Access to Effective Teachers: We also examine issues of access by determining whether particular groups of students have more or less access to effective teachers. We looked at this issue considering a variety of student groups, including prior achievement levels, minority, and low-income status. We ultimately chose to focus our analysis on advanced v. below basic students' access to highly effective teachers for several key reasons:

- We have a statewide focus on achievement and gap closure. In order to improve achievement of all students in our state, we must ensure our lowest achieving students have access to highly effective teaching
- A significant majority of our students who are low-income or minority are also low-achieving.
- The majority of our schools are homogenous in terms of racial and economic makeup. If we focused solely on minority or low-income students rather than on low achieving students of any race or income level, we would limit our ability to detect inequities between students within a single school.

Similar to what we found with supply data, we know that our districts vary considerably in the size of their equity gaps (i.e., the difference in access across student groups to highly effective teachers). Figure 2 below highlights that district variation in gap size.



We also examined the underlying data about the types of equity gaps in each district. In our analysis we considered both gaps caused by within- and between-school differences. Our districts vary widely in the type of equity gaps that we saw.

Stakeholder Engagement

We have been engaged in ongoing stakeholder engagement about issues of human capital. We also engaged in some preliminary stakeholder engagement on these particular issues and have continued to engage in discussions with district leaders, teachers and external groups throughout Spring 2015. Internally, we formed a workgroup consisting of members of the Teachers and Leaders Division and the Research and Policy teams. We also engaged a broader network of internal stakeholders and held day-long planning meeting with representatives from multiple other teams including, our District Support Office, Office of Consolidated Planning and Monitoring, and our Commissioner’s Office.

External stakeholder engagement will be a critical focus of our efforts in 2015. We already address issues of human capital with a variety of stakeholder groups, and the engagement around this plan will capitalize on these existing stakeholder meetings. We will continue to communicate with several key audiences regarding this plan, including:

- Directors of Schools
- Supervisors and principals
- Teachers and teacher advocacy groups
- Other external education organizations

A full matrix outlining specific organizations and groups is included in the full draft. In November 2014, solicited input from a small group of districts to discuss issues of human capital management and compensation. We provided these districts with a state level overview of new equity metrics and piloted an initial version of a human capital data report. Connecting with small networks of district leaders for

feedback will be a critical component of our ongoing engagement plan. In April and May 2015, we solicited input from the Board of Directors of the Tennessee Organization of School Superintendents, the Commissioners Teacher Advisory Council and a group of external organizations such as the Tennessee Education Association, the Urban League of Middle Tennessee, and the Tennessee Business Roundtable, to name a few.

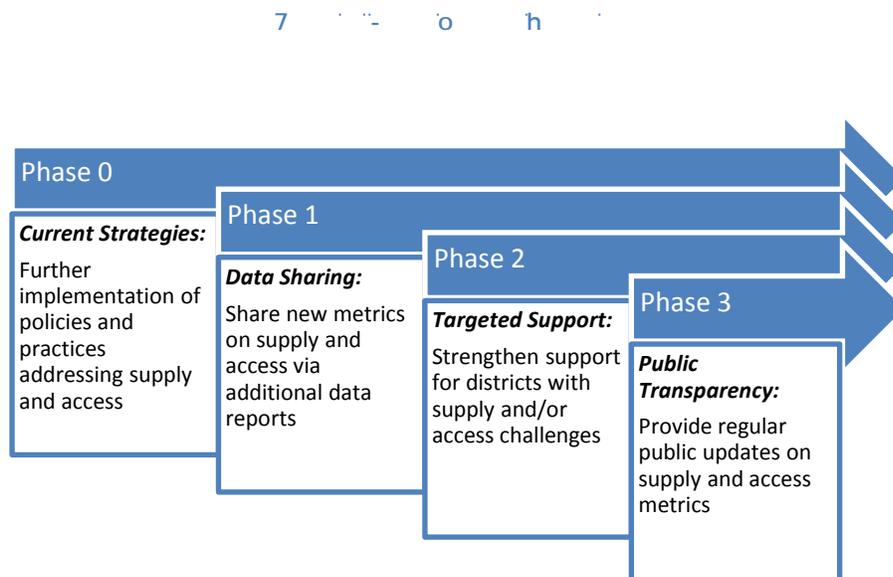
Root Cause Analysis

Given the variety of supply challenges and the size and type of equity gaps seen in our district data, we recognize that root causes will likely vary across districts. This is an area where we want to further engage stakeholders to understand the variety of root causes at the district level. We do anticipate, however, that there are some common root causes for supply and access challenges. The following is a list, more fully explained in the full plan, of what we anticipate those common root causes might be:

- Rural challenges
- Lack of quality preparation programs in specific geographic or subject areas
- Inadequate feedback, coaching, and professional learning for teachers
- Variance in leadership skills and capacity

Strategies for Achieving Objectives

We hope to capitalize on the strong policy foundation laid through our Race to the Top grant and other key initiatives to continue to address issues of equity. The strategies we are proposing fall into several phases designed to allow the state and districts opportunity to analyze new data metrics, build off of successful practices, and design local solutions. The graphic below outlines the key phases we intend to implement.



In Phase 0 we will further our implementation of existing policies and practices. Initiatives like evaluation and differentiated pay have helped to address issues of both supply and access in the last several years. Other initiatives have focused specifically on improving the incoming and existing supply of educators or specifically addressing educator access. We have made changes to educator preparation policy, embarked on new partnerships to improve recruitment and hiring, and invested heavily in improving professional learning opportunities for teachers. In Phase 1 we will share new data metrics with districts through human capital reports and allow districts the time to develop and implement responses to this new information. Phase 2 will focus on a series of targeted supports for those districts with the greatest challenges. Finally, in Phase 3 we will ensure public transparency by reporting about our progress in closing equity gaps.

Ongoing Monitoring and Support

The state has heavily invested in support structures for districts throughout the last few years. These support structures will play a valuable role in supporting districts in addressing supply or access challenges. Our regional support offices, Centers of Regional Excellence (CORE), are charged with support of district achievement and will play a large role in assisting districts in planning and implementing equity strategies. We will also monitor equity data through a yearly release of new human capital data reports as well as providing regular updates to external stakeholders. To foster cross-departmental work streams and transparency, this data will be also shared with the Division of Consolidated Planning and Monitoring (CPM) and utilized as part of the annual LEA risk-assessment to prioritize district support and strategic planning.

Four years ago Tennessee set forth an ambitious goal to become the fastest improving state in the nation. We believed the future welfare of our state and the livelihood of our students hinged on our success in this effort. Over the course of the last few years, the state added to the solid foundation laid through previous efforts to ensure the attainment of this vision. We use a multiple measures model including student growth to evaluate all teachers and principals in an effort to provide meaningful feedback to improve instruction. We are committed to implement a set of college- and career- ready standards so that all students graduate prepared for post-secondary success. We also set rigorous proficiency and gap closure targets to measure the progress of all students and districts.

In November 2013, Governor Bill Haslam announced that Tennessee educators and students had in fact achieved this goal of becoming fastest improving. Fourth graders jumped from 46th in the nation in math as measured by the National Assessment of Educational Progress (NAEP) to 37th, while their scores in reading accelerated from 41st to 31st. Eighth grade scores had a similar trajectory, and the overall growth of the state outpaced all others. The fall of 2014 also saw the state's biggest improvement in ACT scores since all students began taking the assessment in 2010.

While the attainment of these goals represented a watershed moment in Tennessee education, our vision is not complete. We know that while we have made progress in closing achievement gaps between minority and economically disadvantaged students and their peers, we can do more to ensure that all students achieve. Tennessee students on average still perform at proficiency levels in the bottom half of the nation, and less than 19 percent of our graduates meet all of the ACT college-readiness benchmarks. Furthermore, economic forecasts have shown that within the next five years that more than half of the state's jobs will require postsecondary credentials while currently only 32 percent of Tennesseans have these credentials. These statistics look even graver when we consider the outlook for our students who are furthest behind, often those who are low income and minority students.

As we approach the next phase of our work, we are bolstered by another set of goals. Our Governor laid forth the "Drive to 55", an ambitious plan to increase the percentage of Tennesseans with postsecondary credentials from 32 to 55 percent. This initiative is accompanied by another historic program—Tennessee Promise—the only free, public P-14 education system in the nation. Tennessee Promise offers two tuition-free years of community or technical college to all graduating seniors. This program offers the potential to substantially alter the college-going prospects for students throughout our state and further highlights the importance of our P-12 responsibility to ensure that all students are prepared to take advantage of these new opportunities.

Moving into the 2015-16 school year, Tennessee aims to maintain its emphasis on rigorous standards, aligned assessment and strong accountability and to focus on five priority areas: early foundations and literacy, high school and the bridge to postsecondary, all means all, educator support and district empowerment. We will not achieve our goals of postsecondary success for all students unless we ensure students' access to effective educators. Educators are the largest in-school factor contributing to

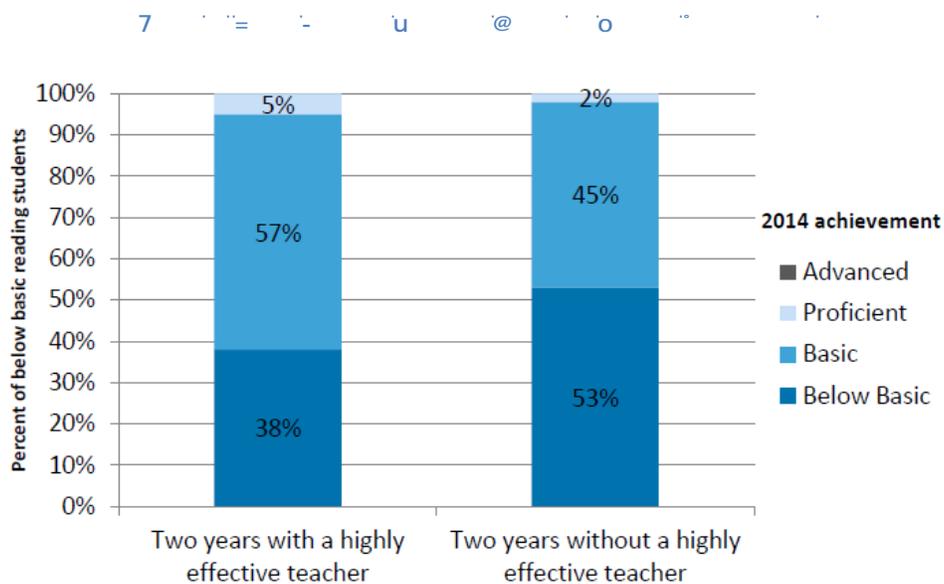
student achievement, and our assurance that all students, regardless of prior achievement, minority, or income status, have access to effective teaching is a critical part of our mission as a state agency.

This plan sets forth a careful examination of our state data and considers two key issues of equity: access to effective teachers and the supply of effective teachers. We analyze gaps in these two metrics at both the state and district levels revealing variations in the size and types of gaps present throughout the state. We also thoughtfully consider possible root causes of these issues and outline our stakeholder engagement plan to further investigate these causes and possible strategies. Finally, we highlight the crucial state levers and strategies for addressing these equity issues. These strategies include strengthening our current policies and practices, sharing new data metrics with districts, providing targeted support for districts with the greatest challenges, and ultimately ensuring public reporting and transparency as a mechanism for holding ourselves accountable to addressing this important issue of equitable access to effective teaching.

During the development of this plan, we considered a few key issues concerning equitable access. First, we worked with leaders across our state agency to better understand and connect the way various divisions and programs were already addressing issues of access to effective educators. We established an equity workgroup of representatives from our internal Office of Research and Policy as well as our Teachers and Leaders division to consider not only what data metrics we might analyze to better understand this issue, but also to grapple with difficult questions about the state’s role and key levers for addressing problems of inequity.

Research shows that teachers have a greater impact on student achievement than any other in-school factor.¹ They are especially important for students who do not have the same access to additional resources outside of school. Yet some students, in many instances the students who need good teaching the most, systematically do not have the same access to effective teaching.

Analysis of Tennessee’s data echoes the above findings. As seen in the figure below, students who score at lower achievement levels are much more likely to achieve proficiency if they have a highly effective teacher. The relationship between teacher quality and student success is even stronger for our most disadvantaged students. This national and state level research about the importance of access to effective teaching formed the basis of our theory of action and research into the state and district equity gaps.



We sought to better understand whether particular subgroups of students based on minority, income, or prior achievement status had the same access to effective educators as their peers. In examining this data, we find that students from the most disadvantaged subgroups tend to have less access to the most

¹ Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement* (Research Progress Report). Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

effective teachers than their peers. Importantly, we find substantial variation across districts in the state, with the state-level gap in access driven by particular districts rather than by a homogenous pattern of inequitable access in all districts across the state.

We hypothesize that a number of factors influence a district's supply of effective teachers and the extent to which certain students receive access to these teachers. Supply-side factors likely include the quality of and proximity to teacher preparation programs, recruitment and teacher hiring practices, geographic labor markets, teacher evaluation and professional development, teacher retention, and compensation strategies. Factors affecting access include the quality of school leadership, teacher preferences about schools and courses, district assignment of teachers to schools (where applicable), principal assignment of teachers to courses, and school assignment of students to teachers.

The varied root causes of inequity as well as the heterogeneous nature of the size and type of equity gaps across districts precipitated an important dialogue around the state agency's role in addressing issues of inequitable access. While we know that many of the root causes lie in systemic issues outside of education or are issues best addressed through district solutions, we also recognize several key levers that the state can utilize to call attention to and address inequitable access. Providing the right policy context to empower districts to make human capital decisions for their district is invaluable, along with the invaluable role that the state can play in providing data transparency around key issues. Our plan builds off of these strategies in a multi-phased approach to consider current initiatives like evaluation and differentiated pay and providing districts with access to new data metrics. We believe that sharing this data will enable the majority of districts to address issues, while the state will also provide a series of targeted supports for those districts with more severe challenges. Finally, ensuring regular mechanisms to share the state's progress in addressing equitable access to effective teachers will hold both the state agency and districts accountable for improvement.

) @

Tennessee measures teacher effectiveness based on teachers’ contributions to student learning. In 2011-12, Tennessee implemented a new policy around statewide teacher evaluation. The evaluation system is comprised of multiple measures including teacher observations, student growth, and student achievement measures. For the purpose of this analysis we use a measure of teacher effectiveness from our evaluation system, the Tennessee value-added assessment system (TVAAS). This measure provides a statistical estimate of a teacher’s contribution to students’ learning. It also provides the greatest amount of variation. Under this system teachers are categorized as a level one to five.

In this analysis we define highly effective teachers as teachers scoring a level four or five on TVAAS in math and reading/language arts on a five-point scale. A level four or five score indicates that a teacher’s students tended to show more growth than expected. We use one-year TVAAS scores in the year prior to assignment.

To identify issues of equity, we examined both the supply of highly effective teachers as well as particular students’ access to those highly effective teachers. For a district to address an issue of equity they must first ensure that they have a high quality supply of teachers, then consider which students are assigned to those teachers. We felt that this two-prong analysis was critical for capturing the complexity of equitable access issues.

o = - u

In order to provide students’ access to highly effective teachers they must have a sufficient supply of highly effective teachers. The table below shows the variation in highly effective teachers across subjects at the state level. The percentage of highly effective teachers ranges from 42 to 56 percent. Forty-five percent of the elementary teachers in Tennessee received a TVAAS score of four or five and would be considered highly effective for the purpose of this analysis.

u o O o

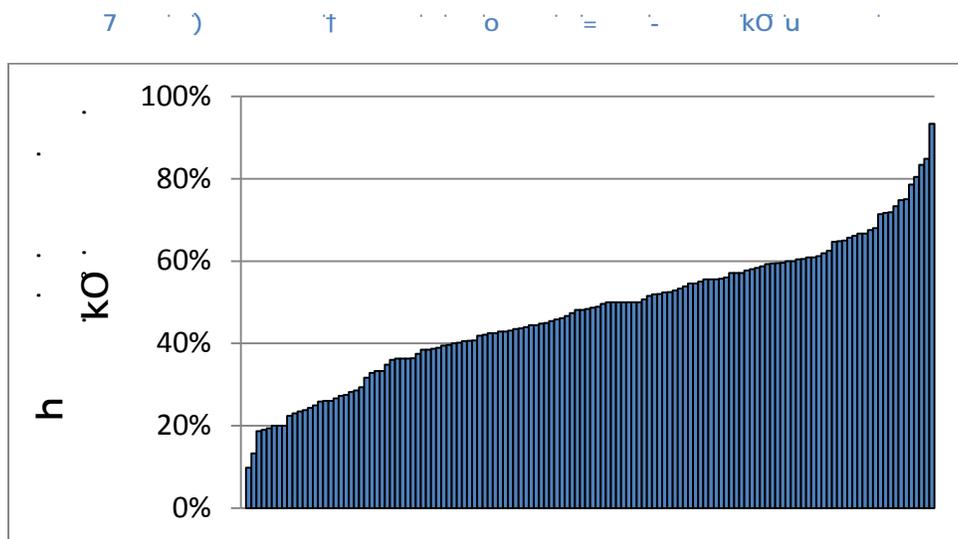
o 8 h u	ut°°o
-	45%
U	56%
- O	43%
o	42%
o o	53%

This data highlights that we must do more to address supply by focusing on the quality of both incoming teachers and providing supports for existing teachers to improve. In order to achieve our goals, we must increase the number of highly effective teachers available to our students. We also recognize that this

issue of supply becomes even more critical as we examine the percentage of highly effective teachers available in particular districts.

)

We also examined this supply data at the district level. The percentage of highly effective teachers varies substantially across districts in Tennessee (see Figure 6 below). For districts on the far left side of this distribution, ensuring equitable access means first increasing the number of effective teachers in the district. One element of our plan involves identifying the districts that have small number of highly effective teachers and working with the district leadership to improve the pipeline of high quality teachers in those areas. Concurrently we must also focus on improving the effectiveness of currently employed teachers through access to effective feedback, coaching, and professional learning.



After examining, the state and district-level variation in the supply of highly effective teachers, we turned our attention to the issue of access. We calculated gaps in access to highly effective teachers between several student subgroups and comparison groups. Subgroups examined include low-income students, minority students, low-performing students, and high-performing low-income students.

For the purposes of our analysis, low-income students are those who were eligible for free and reduced price lunch. Minority students include black, Hispanic, and Native American students, as defined within our state accountability system. These racial subgroups comprise the minority group because they are the subgroups currently performing below the state average. We define student performance levels based on proficiency levels on state assessments. The low-performing students' analysis focuses on assignment inequities between below basic and advanced students. We focus on below basic students

as our low-performing students due to our state priority to increase the achievement of below basic students.

The “equity gap” is defined as the difference in the percent of students in one subgroup who receive highly effective teachers compared to the percent of students in a comparison group who receive highly effective teachers. The equity gaps at the state level are displayed in Tables 2 and 3.

Table 3. Equity Gaps at the State Level

Subgroup	Comparison group	2014			2013		
		Highly Effective	Highly Effective	Equity Gap	Highly Effective	Highly Effective	Equity Gap
Overall	Not low-income	60.8%	57.3%	3.5%	73.2%	69.3%	3.9%
Overall	Not minority	59.4%	57.5%	1.9%	72%	68.5%	3.5%
Overall	Below Basic	59.8%	53.3%	6.5%	74.5%	67.9%	6.6%
Overall	Advanced, not Low-income	61.1%	57.2%	3.9%	76.4%	70.6%	5.8%

Subgroup	Comparison group	2014			2013		
		h	h	o	h	h	o
O	Not low-income	30.3%	24%	6.3%	47	41.6	5.4%
U	Not minority	28.5%	23.0%	5.5%	43.9	44.3	-.4%
°	Below Basic	22.6%	21.1%	1.5%	50.6	41.8	8.8%
°	Advanced, not Low-income	24.2%	18.4%	5.8%	52.7	44.8	7.9%

Tables 2 and 3 above display the percent of students from subgroups and comparison groups that have access to highly effective teachers across the state. It is evident from these tables that the size of the equity gaps range depending on the year, subject, and subgroup analyzed.

Although we calculated gaps for all of the subgroups described above, our primary focus in this analysis is on the gaps in teacher access between low-performing students and their advanced peers, with a secondary focus on low-income students’ access, once we control for achievement. We believe low-performing students’ access to highly effective teachers is a priority due to the following reasons.

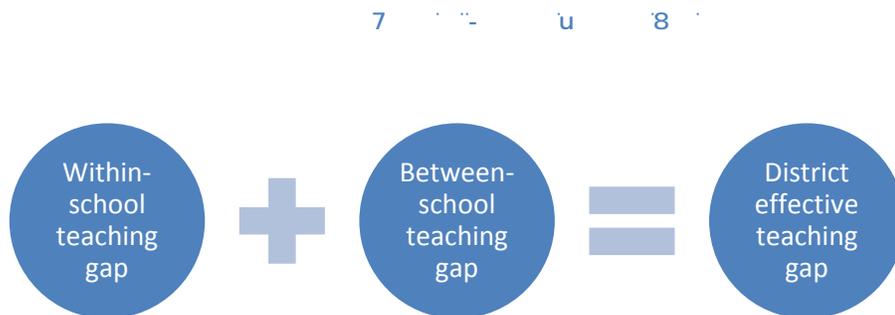
1. Tennessee prioritizes improving achievement for all students and closing achievement gaps. We have historical achievement gaps by race and economic status. In order to improve achievement of all students in our state, we must ensure our lowest performing students have access to highly effective teaching.
2. The majority of the low-performing students are also low-income and/or minority. In 2014, 83 percent of students scoring below basic on the state’s reading language arts assessments were low-income and 53 percent were minority. When we fail to include achievement in our analysis it is difficult to untangle the root causes of inequities in students’ access to highly effective teachers.

- Schools in Tennessee tend to be homogenous in terms of racial and economic makeup. About 70 percent of schools in the state have student bodies comprised of 75 percent or more of one race. About two-thirds of schools serve 60 percent or more low-income students. If we focused solely on minority or low-income students rather than on low achieving students of any race or income level, we would limit our ability to detect inequities between students within a single school.

To better understand the size of the gaps, we translated them into the chances a student had of receiving an effective teacher over a six year period. In the case of our primary analysis, across the state in 2013, 50.6 percent of advanced reading students had access to a highly effective teacher, which means an advanced reading student in grades four through eight had a five in ten chance of receiving a highly effective teacher. In contrast, only 40.8 percent of below basic reading students had a highly effective teacher, which means a below basic student had a four in ten chance of receiving a highly effective teacher. This means that over the course of the five year period, we expect the advanced students to have three years of highly effective teachers while the below basic student only receives two years of highly effective teachers.

‡

Inequitable teacher assignment can occur within- and between-schools. The following section explains the difference between within school gaps and between-school gaps, as well as how we combine the two to compute the overall district equity gap. We think it is important to consider which type of gaps districts are experiencing so that district leaders can better target strategies to address the specific problems.



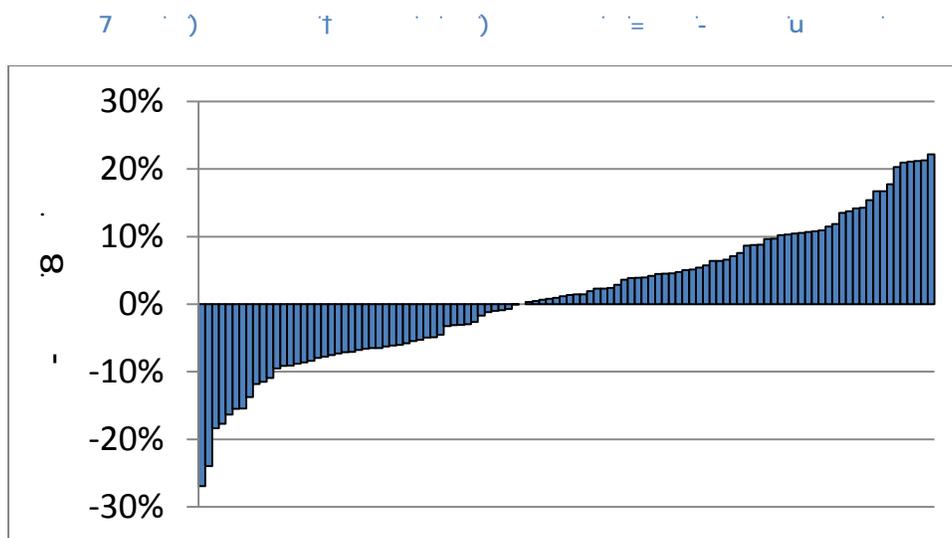
Within-school gaps occur when certain students are assigned to more or less effective teachers in their school, dependent on characteristics such as socio-economic background or prior achievement. Consider the following scenario: John and Kevin, both attended fourth grade at Meadowbrook Elementary in 2013. John scored advanced on his third grade RLA and math TCAP exams. He is placed with a teacher named Ms. Knight, who received a level five TVAAS score in math and a level four TVAAS score in reading in 2012. Kevin scores below basic on his third grade RLA and math TCAP exams. He is placed with Ms. Shipp, who received a level three TVAAS score in math and a level two TVAAS score in

reading in 2012. If this assignment pattern occurred systemically, then this would be an example of a within-school gap.

Between-school gaps occur when more effective teachers are assigned or selected to teach in schools that serve certain groups of students in mass, dependent on characteristics such as socio-economic background or prior achievement. For example, Liberty Elementary in Hope School District has five fourth grade teachers. All teachers at Liberty received a TVAAS score of four or higher in math and RLA in 2012. Therefore, all students at Liberty had access to highly effective teachers in 2013. Fourth graders at Liberty Elementary are mostly from non-economically disadvantaged households. In contrast, Freedom Elementary in Hope School District has three fourth grade teachers. No teacher at Freedom received a TVAAS score higher than a three in math or RLA in 2012. Thus, no fourth grader who attended Freedom Elementary in 2013 received a highly effective teacher. All the fourth graders at Freedom Elementary come from economically disadvantaged households. If this occurred systemically throughout the district, the district would have a between-school gap.

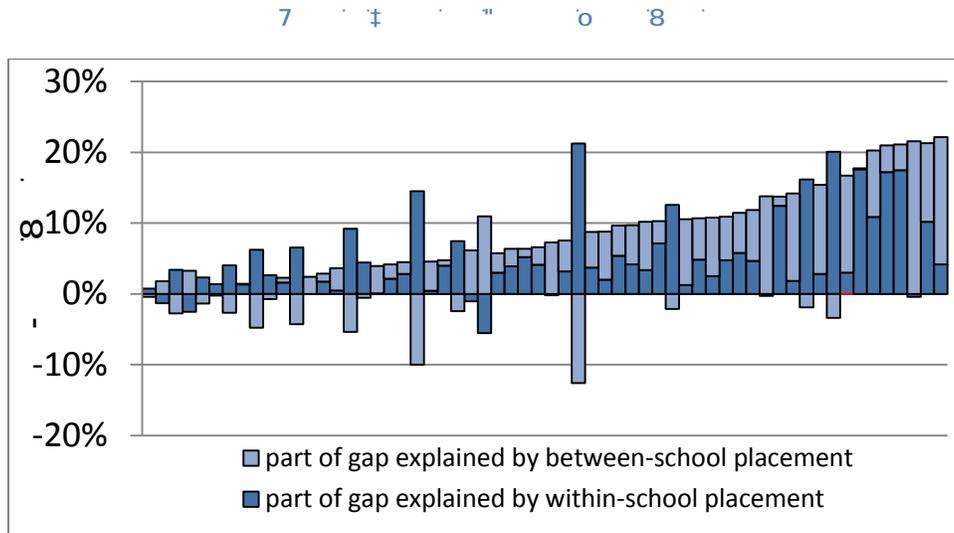
)

The primary analysis examines the size of the equity gap between low-performing and high-performing students. Similar to all gaps examined, the size of the equity gaps between these two student groups varies by district (see Figure 7). In 2013, some districts provided low-performing students more access to highly effective teachers than high-performing students. About 60 out of 142 districts, however, had an equity gap greater than zero, meaning that low-performing students had less access to highly effective teachers than their high-performing peers.

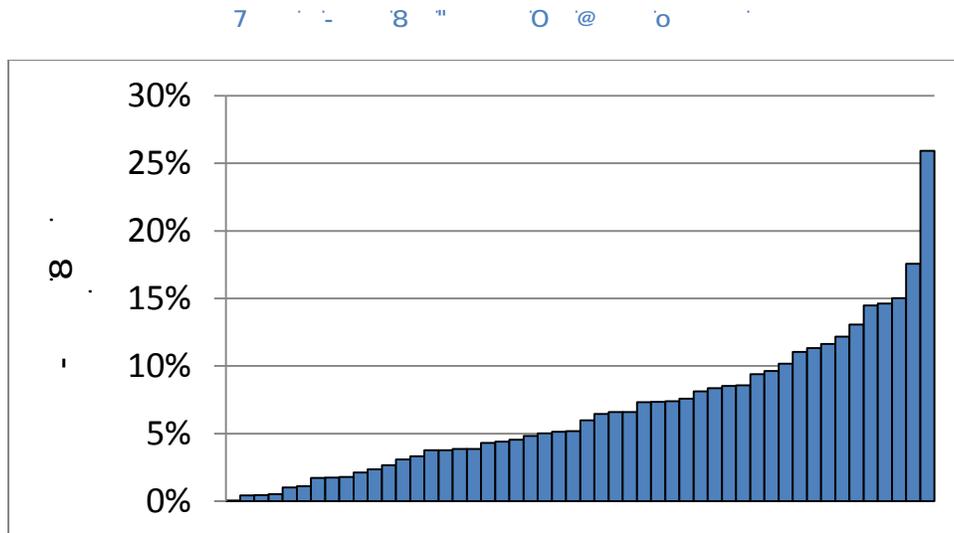


We then examined in Figure 8 whether the districts with gaps greater than zero (those districts represented by the lines in the upper, positive portion of Figure 7) had challenges with student placement between- or within-schools. Figure 8 shows that some districts' gaps were due entirely to between-school placement, where highly effective teachers are concentrated at the schools with a

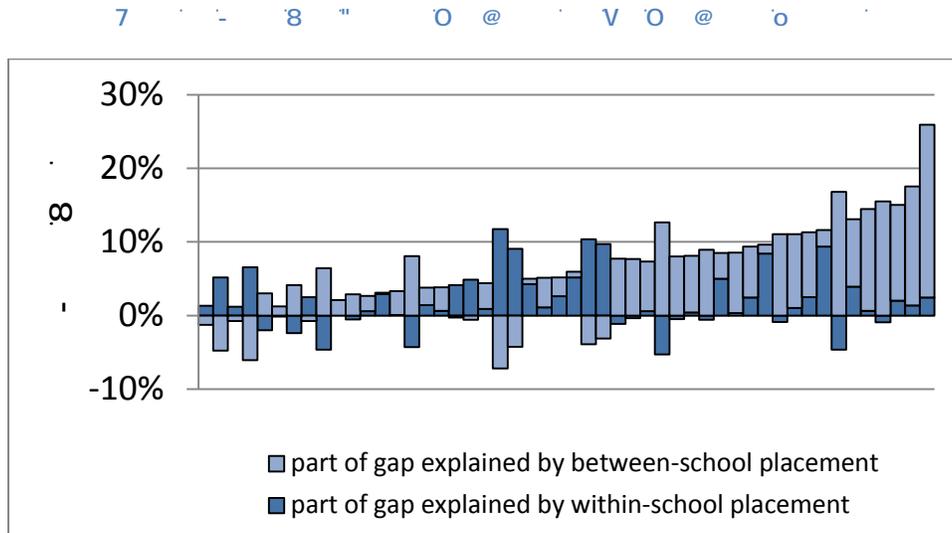
larger percentage of high-performing students than at those schools serving low-performing students. In other districts gaps were due to within-school placement, where low-performing students within a school have less access to highly effective teachers than their high-performing peers in the same school. For several districts both within- and between- school placements contributed to the gaps.



The secondary analysis examines the size of the equity gap between low-income high-performing students and high-performing students who are not low-income. Like the primary analysis, districts vary in the size of their equity gaps. Many districts place low-income high performing students with highly effective teachers at higher rates than the high performing students who are not low-income. In 50 of the state’s 142 districts, advanced low-income students receive highly effective teachers at lower rates than their advanced, not low-income peers (see Figure 9 below).



In Figure 8, we saw that equity gaps between low-achieving and high-achieving students were explained partially by within-school gaps and partially by between-school gaps. In contrast, Figure 10 shows that majority of gaps between low-income and not low-income students, controlling for achievement, are explained by between-school differences.



Given the district level variation in equity gap size, we concluded that not all districts contribute to the gaps we see at the state level. Only some of our districts are encountering large issues with providing equitable access to their most effective teachers. Based on this and the supply data analyzed we determined that we should classify districts based on the problem(s) the data revealed and to plan targeted support strategies. We are aiming to identify districts that have a particularly low supply of highly effective teachers or large equity gaps. Additionally, we plan to include data from secondary subjects (i.e. End of Course exams) to provide a more complete picture for districts and to further examine patterns in districts and schools. We plan to engage with multiple stakeholders to develop a common definition of what a low supply or large equity gap looks like. The following sections will detail our strategies to address the root causes of low supplies of highly effective teachers and equity gaps.

While we plan to primarily use the percentage of highly effective teachers, as measured by teacher value-added scores, to identify equity gaps in Tennessee, we also examined equity gaps by other teacher quality indicators including: highly qualified status, out of field teaching, and teacher experience.

We defined highly qualified as a teacher who is fully licensed and does not have any licensure requirements waived on an emergency, temporary or provisional basis and who has subject content knowledge verified for federal reporting purposes under No Child Left Behind (NCLB).

Out of field teaching is defined as teaching on an approved waiver or permit. A waiver must be requested and approved if an educator holding an Apprentice, Transitional, or Professional License is scheduled to teach more than one course or more than two sections of one course outside the area of endorsement. A permit is a type of emergency credential that may be issued to an individual who does not meet the requirements for any other type of teaching license. Permits are rare and issued by the Commissioner in response to extenuating circumstances. It is important to note that any courses which conclude with an end-of-course exam for high school credit may not be taught on waivers or permits. Due to the high percentage of teachers defined as highly qualified and the few number of state licensure waivers, almost all students from both the subgroup and comparison group tended to have highly qualified teachers and teachers teaching in-field .

Experienced teachers are defined as having three years or more of teaching experience. Low-performing students were more likely to have inexperienced teachers compared to their advanced peers.

u . 8 . = j u o .

Subgroup	Comparison group	Math 2014			Reading 2014		
		h	h	o	h	h	o
O	Not low-income	99.9%	99.5%	0.4%	99.2%	98.9%	0.3%
U	Not minority	99.8%	99.7%	0.1%	99.2%	98.9%	0.3%
"	Advanced	98.8%	99.2%	-0.4%	99.9%	99.3%	0.6%

Subgroup	Comparison group	Math 2014			Reading 2014		
		h	h	o	h	h	o
O	Not low-income	99.7%	99.9%	-0.2%	99.9%	99.8%	0.1%
U	Not minority	99.8%	99.8%	0%	99.9%	99.9%	0%
"	Advanced	99.6%	99.8%	-0.2%	100%	99.8%	0.2%

Subgroup	Comparison group	Math 2014			Reading 2014		
		h	h	o	h	h	o
O	Not low-income	80.1%	77.9%	2.2%	82.4%	79.7%	2.7%
U	Not minority	80.0%	75.9%	4.1%	82.0%	78.1%	3.9%
"	Advanced	80.5%	75.6%	4.9%	83.4%	78.0%	5.4%

The Tennessee Department of Education recognizes the need for early and frequent input from stakeholders in three key ways:

- Development of the equity plan;
- Root cause analysis at the state, district, and school level, and;
- Implementation and monitoring of state and local strategies to address equity gaps.

Over the last three years of statewide teacher and principal evaluation implementation, the department has listened to educators and has made modifications to its evaluation model each year as a result of stakeholder feedback. Because the equity gaps identified through our research rely heavily on teacher evaluation data, we intend to continue sharing information on the methodology as well as working collaboratively to develop solutions to address the identified gaps.

In summer 2014, the Teachers and Leaders division convened an internal workgroup to create a coordinated human capital report using the various, existing state level data on educators. The internal working group consisted of representatives from the internal Office of Research and Policy, the Evaluation team, the Educator Talent team. Concurrently, an internal equity workgroup was formed as the Office of Research and Policy team began working to understand teaching gaps and supply and demand issues across the state. As both groups finalized their analyses, the teams began to share the information with a broader network of internal and external stakeholders.

Beginning at the department level, a cross-functional team convened to review the equitable teaching gap information and draft human capital report. The team included former Commissioner Kevin Huffman, representatives from the Teachers and Leaders Division, representatives from the Centers of Regional Excellence (CORE) offices, and representatives from the Deputy Commissioner's office including the Office of Consolidated Planning and Monitoring.

In November 2014, the Educator Talent team also convened approximately 25 district teams who are currently implementing strategic compensation plans. The participants in this day-long meeting received a draft of the new human capital data report and previewed the equitable teaching gap state-level research. The human capital data report is one of the new strategies proposed by the state and includes information such as evaluation distributions, persistently low-performing and persistently high performing educator information, and teacher improvement information. The participants were able to provide valuable feedback on the types of additional information they would like to see and how this report could be used at the district and school levels.

In early 2015, under the leadership of Commissioner Candice McQueen, an engagement plan was developed to gather feedback on the draft equity plan from teachers, district leadership, and external policy and community organizations. In spring 2015, the team met with the following groups to get feedback on the research methodology, the root causes and the strategies described in the following

sections. Participants in these meetings also received a draft of the human capital data report and a draft of a district equity gap report.

- Tennessee Organization of School Superintendents Board of Directors on April 15, 2015
- Commissioners Teacher Advisory Council on May 7, 2015
- External organizations and Community groups on May 12, 2015
 - Professional Educators of Tennessee
 - State Board of Education
 - State Collaborative on Reforming Education
 - Teach for America
 - Tennessee Association of Colleges of Teacher Education
 - Tennessee Association of School Personnel Administrators
 - Tennessee Business Roundtable
 - Tennessee Education Association
 - Tennessee Parent Teacher Association
 - Tennessee School Boards Association
 - Urban League of Middle Tennessee

Based on the feedback of the group, we plan to conduct additional data analyses which include secondary TVAAS data (i.e. End of Course exams) in fall 2015 and build upon the existing strategies with input and new ideas proposed by district level leaders.

We will continue to seek feedback on the district level data reports and the strategies outlined in the next section throughout the upcoming school year. Below is a table which represents the types of stakeholders that the TDOE typically engages with on a regular basis.

	o h	u u 8	\ - \
Tennessee Organization of School Superintendents	Administrator Evaluation Coaches	Common Core Coaches	Tennessee State Board of Education
Superintendents Study Council Executive Board	Principal Study Council	Teacher Advisory Council	Tennessee School Boards Association
Common Core Leadership Council	Supervisors Study Council	Teach Plus	Tennessee Association of School Personnel Administrators
	TEAM Coaches		State Collaborative on Reforming Education

After careful examination of data, a thorough root cause analysis is critical to determine underlying causes of inequitable access to effective teachers. The state views this root cause analysis as an integral part of our stakeholder engagement plan and key to successful implementation of strategies. Without this step in the process, we risk investing time and resources into strategies ill-equipped to address the specific causes of inequity. Furthermore, we believe most of this root cause analysis must be conducted at the district level. Because our districts vary widely in terms of their size, geographic location, local challenges, leadership, and in many other aspects, we know that a one-size fits all root cause analysis is not sufficient.

Through the analysis described in the data and performance section, we identified a state-level picture of the supply and distribution challenges. While we believe that a comprehensive district-level root cause analysis is critical, that there are likely some common root causes for supply and access challenges across districts. To begin that discussion, our internal stakeholder group identified several likely state-level root causes. As will be explored in the *Strategies for Achieving Objectives* section, many current initiatives are aimed at addressing many of these root causes, including evaluation, differentiated compensation, and enhanced recruitment tools.

The preliminary root cause list outlined below is not exhaustive and is outlined for purposes additional discussion with our districts.

- Variance in Leadership Skills and Capacity—We know that principals and district leadership must be excellent talent and human capital managers. They must be adept evaluators and skilled at providing feedback and coaching. They are also often responsible for recruitment and selection of teachers. We recognize that this instructional leadership and talent management focus is a big shift from the previous responsibilities focused on building management for some of our administrators. The variance in these skills and capacities and the shifting role of leaders are likely contributing factors to the supply challenges faced in some schools and districts. We must ensure all school leaders have the skills to effectively recruit, assign, and develop their teachers.
- Rural Challenges—We know that the challenges present in rural communities make it difficult to attract and retain great teachers. The pressures to recruit and retain high quality candidates in rural areas without a local tax base to contribute to more competitive salaries is difficult. This is particularly a challenge in certain subject areas where the state already has a lower supply of highly effective teachers². Because of these challenges, we must support rural districts in creating innovative recruitment programs and compensation systems, while also developing strong professional learning plans that help them grow their own talent.

² Supply and demand study

- Lack of quality prep programs in certain regions/for certain subjects—We know that access to the state’s most effective educator preparation programs is not equal throughout the state³. We also know that currently our largest producers of new teachers are not always the most effective preparation programs⁴. Districts also tend to hire educators from the nearest institutions which may not always be the highest quality⁵. This precipitates the need to continue raising preparation standards and strengthening partnerships between districts and programs.
- Inadequate professional learning—We know that high quality, targeted professional learning is key to improving teacher effectiveness of our existing workforce and ensuring a high quality supply of educators for all students to access. We also know that increased focus on providing job-embedded and personalized professional learning is the right one⁶. We must support districts in establishing more job-embedded opportunities like Professional Learning Communities (PLCs) and more frequent coaching and feedback for educators.

While the root causes outlined above are likely to resonate throughout the state, a more thorough analysis with the engagement and conversation of our districts is needed. Moreover, when we disaggregate the supply and distribution metrics to the district-level we see great variation across the state. For example, when we analyze supply data, we know that some districts struggle to maintain a high quality supply of teachers, while in other districts this is not a current challenge. The same variation is true as we examined our other equity metric—access to effective teachers. A closer look at this data revealed not only variation among districts as to whether there was an effective teaching gap or not, the size of that gap, and whether it was due to between or within school gaps.

With this nuanced data picture, it is essential that we also conduct a similarly nuanced root cause analysis. Root causes are likely to vary from district to district depending on their precise supply and distribution data metrics. A district with a high quality supply of teachers but with a within school effective teaching gap could likely have a different root cause and strategy than a school without an effective teaching gap but with a low quality supply of teachers.

³ Tennessee Higher Education Commission. *Tennessee Report Card on the Effectiveness of Teacher Training Programs*.

http://www.tn.gov/thec/Divisions/AcademicAffairs/rttt/report_card/2014/report_card/14report_card.shtml

⁴ *Ibid.*

⁵ *Ibid.*

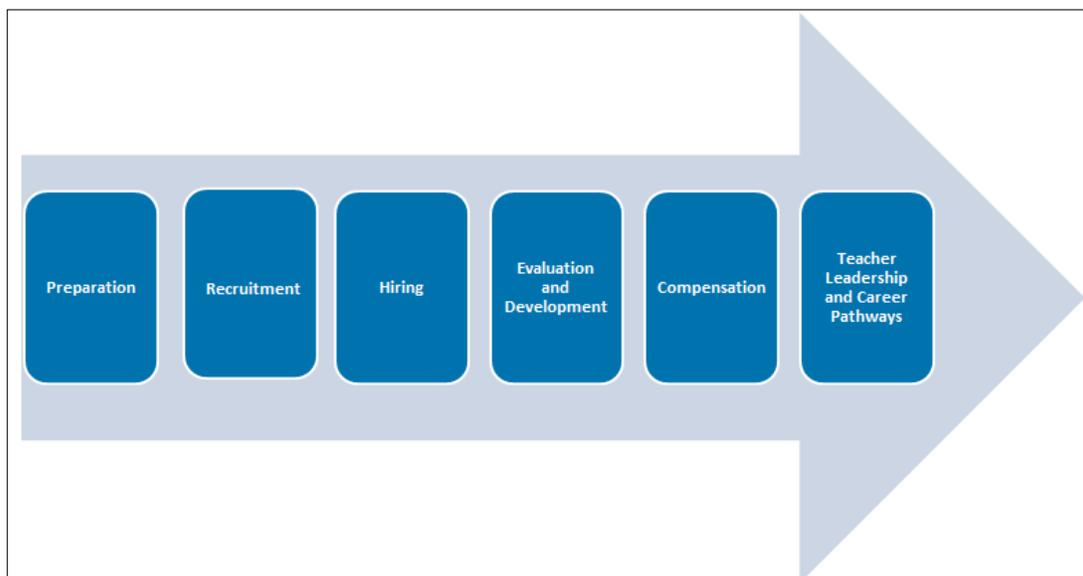
⁶ Common Core Research Report

It was clear from the outset that our ambitious charge to be the fastest improving state in the nation that success would hinge on ensuring access to excellent educators for all students. In the department’s 2011 strategic plan, the first strategic priority provided the vision for aligning the state’s resources and strategies to “[expand] kids’ access to effective teachers and leaders.” The strategic plan outlined several key strategies for this important Priority:⁷

- Create marketplaces and supports for districts to hire the most effective teachers
- Strengthen the links between effectiveness, licensure and program approval
- Expand recruitment and supports for districts to hire effective principals
- Support superintendent searches where desired
- Expand the reach of our most effective teachers and leaders to access more kids

The strategies outlined above along with others implemented over the course of the past three years point to effective human capital management as an integral part of improving access to excellent teachers. We know that teacher effectiveness matters if we want to improve outcomes for all students, and that we must employ the right policies, systems, and programs to support districts in human capital management. It is not enough to simply focus on those teachers currently in the classroom; we must have a holistic view and consider the entire educator human capital continuum, outlined in Figure 11 below.

7 · = # # ·

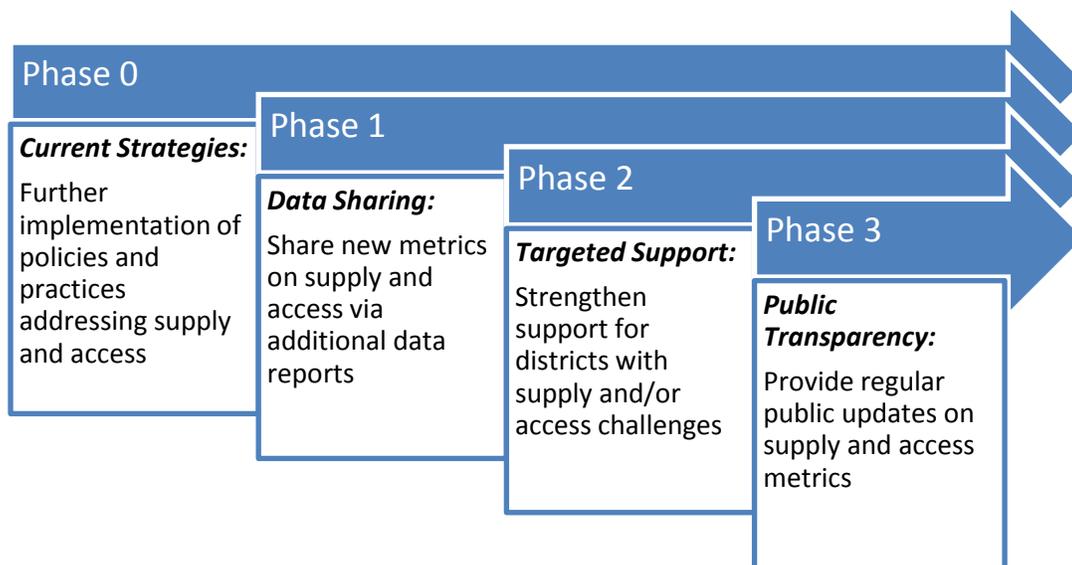


⁷ TDOE. Strategic Plan. 2011

We must focus on strategies that effectively address all parts of this educator continuum from preparation through leadership if we want to ensure that all districts have a high quality supply of educators and that all students have equitable access to those educators.

Since the adoption of the state’s bold student performance goals and corresponding strategic plan in 2011, we have focused on supporting districts in human capital management by laying the policy groundwork and providing data and best practices. This plan to ensure equitable access to excellent educators aligns with the state’s current policies and initiatives that span the educator continuum. With robust data sources available, we have been able to refine and provide additional nuance to how we look at issues of equity, moving past input measures and focusing on effectiveness. This has been integral to achieving our ambitious performance goal of becoming the fastest improving state. The additional analyses examining supply and distribution of effective teachers described in the previous “Data and Performance” section above will help us to strengthen the strategies already proven effective and target support in the areas of greatest need.

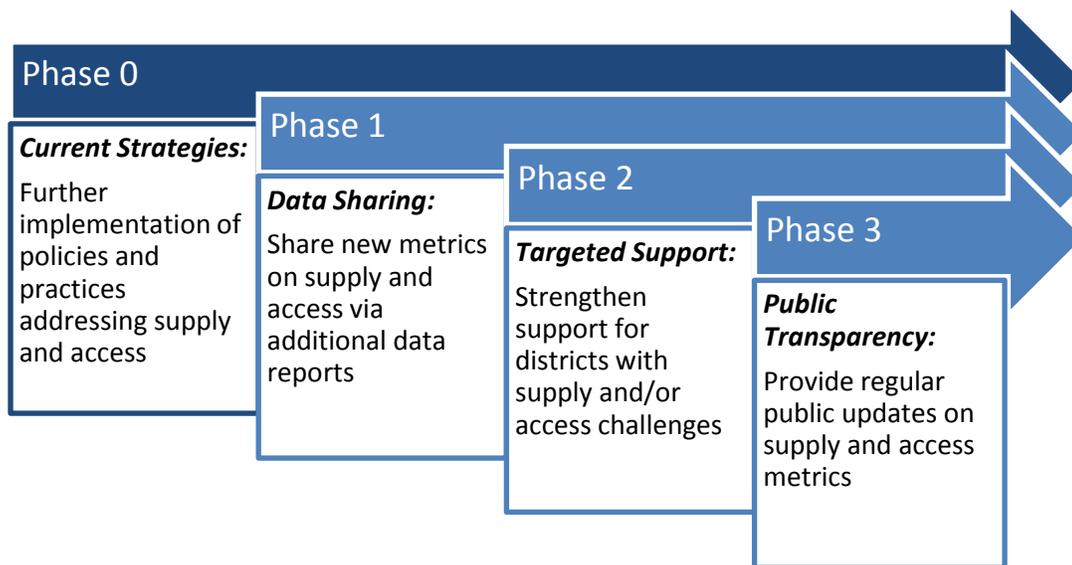
The strategies we propose in the following sections fall into several phases designed to allow state and district opportunities to analyze new data metrics, build off of successful practices, and design local solutions. As Figure 12 outlines, the sequence of supports ranges from ensuring fidelity of implementation for current policies and programs, to a focus on sharing new data and information, to providing a series of targeted supports for those districts with the greatest need, and finally to sharing progress publicly.



The state believes that our existing policies and programs have laid a strong foundation for addressing issues of equity evidenced by the minimal state-level gaps in access described in the data section. Going forward, the five priority areas of Early Foundation and Literacy, High School and Bridge to Postsecondary, All Means All, Educator Support, and District Empowerment build on this foundation and

further strengthen the state’s commitment to equity for all students. The Phase 0 section below will outline these existing strategies in more detail, and our goal is for this plan to reinforce existing initiatives. In the Phase 1 section, we describe our proposed strategy for sharing new data metrics with districts that will allow for ongoing access to robust human capital information. In the Phase 2 section a proposed system of targeted supports will be described. Finally in the Phase 3 section, we will publicly report on our progress in closing equity gaps.

h # o o ..



The state and districts have worked diligently together over the last several years to implement a broad range of policies and programs to address issues of teacher effectiveness and human capital management. As outlined in the data section, the state is proposing for the purposes of this plan to examine equitable access in terms of the overall supply and quality and quantity of educators, and the distribution of those teachers (whether within or between school effective teaching gaps are present). Ensuring a high quality supply of teachers focuses not just on ensuring that we prepare and select high quality incoming teachers, but also that we continue to focus on development and improvement of our existing educators. Strategies to address the distribution of educators across and within schools are not focused on forced placements or transfer but rather that we have the right incentives and support structures to encourage our best teachers to serve in the areas of greatest need. The various initiatives currently implemented by the state address one or both of these supply and access challenges are described in the following sections.

Strategies Addressing Both Supply and Access

Several strategies implemented by the state span the continuum of educator human capital management focusing on both ensuring a high quality supply of teachers and equitable access to those educators.

Evaluation

The foundation of our equity plan rests on our theory of action that access to effective teachers matters for all students, particularly our students who are furthest behind. This theory of action makes imperative the identification of effective teachers as the key strategy of our plan to ensure equitable access. Without a mechanism in place to identify our most effective teachers, we are unable to assess our equity gaps or begin to employ other strategies to address them. Like the rest of our work to improve student outcomes, we know that an effective evaluation system is the key to improving teacher effectiveness. Four years into our revised evaluation implementation, we continue to assess and improve our efforts.

In 2011-12, Tennessee became one of the first states in the country to implement a comprehensive, student outcomes-based, state-wide educator evaluation system. Implementing a statewide evaluation system for teachers and principals was a key tenet of Tennessee's First to the Top Act, passed in January 2010 with bipartisan support in the Legislature, from educator unions, community leaders, business leaders and public education advocates. The resulting Tennessee Educator Acceleration Model (TEAM) is a comprehensive evaluation tool designed to improve instructional practices. The evaluation model has become the foundation for much of our work to increase students' access to effective teaching.

The TEAM model gives educators a roadmap to instructional excellence, a process to guide reflection, and a common language for collaborating to improve instructional practice and student outcomes. Designed to include frequent observation for teachers and principals, the model facilitates constructive conversation between teachers and school leaders about improving practices and student results. Under the TEAM model, 50 percent of the educator's final effectiveness rating is based on observations conducted by trained LEA officials (principals, LEA employees, other administrators, etc.); 35 percent of the rating is based on a student growth measure (25 percent for those teachers without an individual growth measure); and 15 percent is based on an achievement measure that is cooperatively agreed upon between the educator and evaluator. Experienced teachers are observed four times annually, and novice teachers are observed six times annually. The TEAM model differentiates educator performance into a one through five scale (from "significantly below expectations" to "significantly above expectations"), based on observational data, student growth data and achievement data.

The TEAM model is in marked contrast to the pre-existing system. Previously, student achievement data was not considered, and there was insufficient differentiation of performance. In contrast, TEAM uses student growth data for up to 35 percent of the overall evaluation, and student achievement data for up to 50 percent, and allows for a clear distribution of results across five categories. Under the past system, tenured teachers were evaluated only twice over a 10-year period (in contrast with annual evaluations under TEAM). In contrast, TEAM provides frequent observation and feedback for all teachers. Furthermore, teachers were not treated as professionals with unique strengths and developmental needs, but instead as a monolithic group with no regard for individual differences. TEAM addresses these variations, enabling school leaders to provide tailored feedback that teachers can immediately use to improve their practices. Finally, in addition to providing differentiated, meaningful feedback, TEAM

also allows us to identify Tennessee’s most outstanding classroom leaders, through the full model of both quantitative and qualitative measures. This enables school and district leaders, for the first time, to tap into the state’s greatest educational resource – our most outstanding teachers. We are learning what makes them successful and how we can share, replicate, and reward their best practices.

The state’s implementation of the evaluation model has evolved and significantly improved in the past four years. Under Commissioner McQueen, we plan to further improve the accuracy of the educator evaluation process and work to improve the quality of feedback that educators receive. The following list highlights some of the major modifications made to the state’s evaluation system:

- *Changes to school-wide growth scores.* The General Assembly unanimously passed legislation, on the TDOE’s recommendation, changing the weighting of school-wide value added scores for those teachers without individual growth from 35 percent of a teacher’s evaluation score to 25 percent.
- *TEAM coaches.* Beginning in the 2012-13 school year, TEAM coaches were contracted to work through the state’s regional CORE offices to provide support directly to schools.
- *Students with disabilities included in individual teacher value-add data.* Under prior statute, special education students were barred from inclusion in individual teacher growth scores.
- *Non-tested grades and subjects.* We have continued to pilot and adopt new models for assessing growth in Fine Arts, Physical Education, and World Languages, allowing teachers in these areas to have individual growth despite not having TVAAS. In 2015-16, a new portfolio model for Pre-K and Kindergarten has been approved for districts to adopt.
- *Student surveys.* We have continued to support districts in piloting and implementing student surveys as part of the formal evaluation system, comprising five percent of the overall score.

Because we have identified school leadership and the evolving expectations as a potential root cause of our equity gaps, we are investing more in a new evaluation tool that will clarify expectations and provide more targeted feedback to leaders. This is especially true for those leaders failing to retain or develop their best teachers. The state’s implementation of administrator evaluation has evolved since its inception in 2011. The components of the administrator evaluation model mirror those of the teacher model with a 50 percent qualitative measures based on an observation rubric and 50 percent quantitative measures. The quantitative measures are composed of 15 percent achievement measure and 35 percent student growth. We underwent an extensive process to revise the administrator evaluation rubric in 2013-14 so that it better aligns with the state’s revised Tennessee Instructional Leadership Standards (TILS). The revised TILS, adopted in 2013, focus on four key standards:

- Standard A: Instructional Leadership for Continuous Improvement
- Standard B: Culture for Teaching and Learning
- Standard C: Professional Learning and Growth
- Standard D: Resource Management

The Administrator Evaluation Advisory Council met monthly to inform the rubric revisions, and ten districts piloted the revised rubric and provided feedback to the state during the 2013-14 school year. All

districts are implementing the revised version in the 2014-15 school year. Given the wide range of administrator responsibilities, the revised rubric focuses on the importance of evidence collection over time rather than in a single school visit or observation. Administrators are scored via two cycles: the first semester cycle covering standards A, B, and C makes up one-third of the qualitative score while the second semester cycle covers all standards makes up two-thirds of the qualitative score. Districts are also required to implement a stakeholder or teacher perception survey as part of the evidence gathered to inform scoring. Finally, a bridge conference is conducted at the conclusion of the school year and is intended to serve as a summative conversation about qualitative and quantitative data as well as a mechanism for developing individual growth plans and school goals. Sixteen regional administrator evaluation coaches were in place during the 2014-15 school year to facilitate content sessions on the evaluation rubric and to support principal evaluators.

The state has also heavily invested in data systems and prioritized district reporting of evaluation data. Beginning with the first year of evaluation implementation, the state has provided all districts with the optional, no-cost use of a data system. The system which has evolved over time includes an option for observation entry and scoring, and also serves as the location for achievement and growth measure selections. The system provides teachers with access to view observation feedback and summative evaluation scores. Districts are also able to access a variety of data reports about system level progress and scoring.

Given the critical nature of evaluation data reporting, the state is constantly seeking to improve its data system functionalities. We are currently in the midst of a large scale data system project designed to build a comprehensive educator data management system. In its first phase, scheduled for release in fall 2015, this new system will connect our evaluation and licensure data systems, allowing for a holistic view of an educator's preparation and teaching profile.

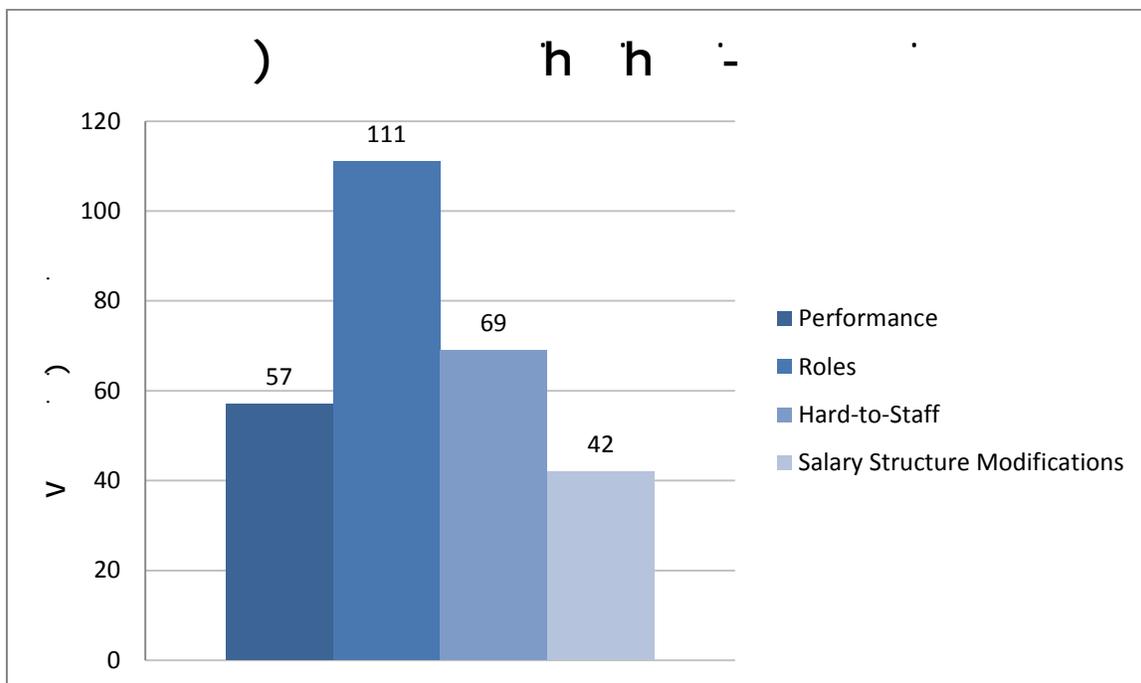
We recognize that there is not a perfect evaluation system and the department is committed to the process of continuous improvement and making enhancement to the evaluation system in response to data and feedback. Most recently, in a spring 2015 annual survey to teachers statewide, approximately 68% of teachers reported that the teacher evaluation process has led to improvements in their teaching and 63% of teachers reported that the evaluation process has led to improvements in student learning. In the fall of 2014, the evaluation team met with districts leaders and teachers throughout the state during a feedback tour to gather this information. We will continue to improve our implementation of the evaluation system by assessing impact and responding to feedback. We know that this work on teacher effectiveness is the most critical state lever for ensuring that teachers receive the quality of feedback and development needed to continually improve student achievement.

Compensation

Another current, critical strategy in addressing equity issues is the state's recently updated compensation policy. Ensuring a competitive salary is a key component of a human capital system designed to attract and retain highly effective teachers. Previously, the rigid nature of the state

minimum salary structure limited the ways that districts could recognize teachers for exceptional performance. In June 2013, the State Board of Education, after more than a year of discussion and research, passed a more streamlined version of the state minimum salary schedule and revised the state’s differentiated pay policy. The policy was updated to provide additional guidance and clarity for the law, originally passed in 2007, requiring all school districts to implement some form of differentiated pay for educators. The state provided a number of technical assistance offerings to support district planning, including a series of intensive workshops for a select group of interested districts as well as statewide training sessions.

Between January and June 2014, districts submitted their differentiated pay plans and updated salary schedules. Districts proposed a range of innovative strategies to ensure that effective teachers have the opportunity to earn additional pay through performance-based compensation, taking on additional instructional responsibilities, or serving in hard-to-staff schools or subjects. Figure 13 highlights the variety of differentiated pay elements implemented by districts.



More than one hundred districts developed plans to recognize teachers taking on additional responsibilities, and nearly half of districts included hard to staff elements. One-third of districts included some type of individual, school, or district performance incentive. These changes indicate that Tennessee districts are increasingly moving away from a “one size fits all” approach to compensation. Given the diversity of the state, districts were encouraged to develop plans that help solve the unique

challenges they face in recruiting, retaining, and recognizing the talented educators needed to reach student achievement goals.

These new flexibilities provided to districts currently help them to address supply and access issues. Both the changes to base salary in some districts, as well as the hard to staff incentives help to attract a high quality supply of candidates. Hard-to-staff school stipends offer a way for districts to address access by incenting highly effective teachers to serve where they are most needed. The performance bonuses also help to address teacher retention affecting both supply and access. We plan to continue working with districts to strengthen and expand their differentiated pay plans. Technical assistance resources and individual consulting are available to districts as they draft future year plans.

Strategies Addressing Supply

Preparation

Highly effective preparation programs are critical for ensuring that districts have a high quality supply of educators in the grades and subjects most needed, and we believe that the state plays an integral role in setting the bar for effective teacher preparation. The Teachers and Leaders division has spent significant time working with education preparation providers (EPP) to develop a revised process for program review. This effort is an integral part of the state's strategy to improve the quality of incoming teachers. The previous review process to approve or deny EPP programs was cumbersome and overly focused on inputs to the program without significant attention to outcomes, recruitment and selection strategies, clinical partnerships, and impact of program completers.

In July 2013, the Council for the Accreditation of Educator Preparation (CAEP) was formed as the new accrediting agency for educator preparation programs; CAEP convened a board of experts to develop a new set of standards that are more focused on EPP outcomes and impact. Armed with the new CAEP standards, we sought to revise and update the EPP review policy. Over the course of year, we engaged stakeholders to consider what changes needed to be made to the review process for education preparation providers and programs. In October 2014, the State Board of Education passed a revised version of the Tennessee Educator Preparation Policy that encompassed the new CAEP standards and accounted for program impact and outcomes by establishing annual reporting categories. The specific metrics and benchmarks are being developed and will be used as part of the approval process in 2017.

The more rigorous standards will have a focus on program and student outcomes. EPPs are subject to more frequent reviews under this policy. Annual reports will also be developed and in addition to more standard metrics like recruitment, selection, placement, and retention, the annual reports will also include information on the following:

- Completer Satisfaction – The EPP will report or verify results from a completer satisfaction survey.
- Employer Satisfaction – The EPP will report or verify results from an employer satisfaction survey. All primary partner LEAs will be surveyed.

- Completer Outcomes – The EPP will verify on completer outcomes as measured by components, such as:
 - Graduation rates
 - First time pass rates on required content assessments
 - Ability of completers to meet licensing requirements
- Completer Impact – Completer performance will be measured by performance, including:
 - The distribution of overall evaluation scores
 - The distribution of observation scores
 - The distribution of individual growth scores

These annual reports will be an important aspect of sharing feedback with preparation providers to improve their performance.

In addition to the changes to EPP approval, the department has also been working to improve supply by elevating expectations for content knowledge. When tests are regenerated by Educational Testing Services (ETS), a new recommended cut score is determined. Previously the state often approved cut scores that were within one or two standard deviations below the ETS nationally recommended cut score. However, now as several Praxis tests are regenerated each year, the State Board of Education is approving the nationally recommended cut scores. This effort will continue to raise the expectation about what it means to be a teacher with strong content knowledge, allowing districts a better quality of teacher candidates.

Recruitment and Hiring

Identifying and scaling up effective recruitment and hiring practices will help address issues of supply, and in the last several years the state has devoted additional resources to determine what supports it can provide to districts for improve this area of human capital management. Through Race to the Top, the state contracted with Teachers-Teachers.com, one of the largest educator databases available in the country, in order to provide Tennessee school districts with access to job seekers, to support districts in automating the application, outreach, and screening processes and to develop proactive recruitment strategies. All districts are able to use the site for recruitment and its applicant tracking software. Teachers-Teachers.com provided a dedicated Recruitment Coordinator who assists districts with registration, postings, and campaigns based on the districts’ level of need. The Recruitment Coordinator has built relationships with the 42 Tennessee higher education institutions to increase awareness and connect with potential graduates/job seekers. The Recruitment Coordinator also attends state and national conferences and job fairs in order to increase the number of licensed candidates in the database who may be interested in teaching in Tennessee. In the most recent quarter, Teachers-Teachers portal usage climbed to:

- 152 districts and charters with accounts
- 127 active districts or charters (posting or messaging during the quarter)
- 3,000 job postings
- 50,000 messages sent to potential candidates

- 39,000 candidates expressing interest in teaching in Tennessee (include 3,900 Tennessee residents)

It is clear that this type of recruitment support is an integral part of the state’s strategy to support districts in improving their supply of educators. The support has been well received thus far and many districts have been able to transition away from paper application processes for the first time.

The state also contracted with New Leaders to develop a set of selection tools for assistant principals and train district leadership on using the tools. New Leaders already developed and launched a set of rigorous principal selection tools, creating a demand for a similar suite of interview and screening processes. Recognizing the selection and hiring of assistant principals to be key levers in improving leadership pipelines, the state purchased an Assistant Principal Selection Process tailored for Tennessee context and offers the tools at no cost to districts. New Leaders also provided six trainings across the state to demonstrate the tools for district leaders. CORE offices were also provided with training to support districts that adopt the tools in the future. The tools are now in place in many districts who were early adopters. We plan to continue working with districts to use these new selection tools and the Teachers-Teachers site. Phase 2 will also highlight some of the additional work we hope to engage in around recruitment and selection.

Professional Learning

Ensuring access to effective professional learning that helps teachers improve instructional practices is integral to increasing the number of effective teachers. Opportunities for growth and development of the current workforce must be addressed if we are to improve all students’ likelihood of being taught by an effective teacher. The state has invested in a variety of educator professional learning programs designed to improve instruction.

One example of this high-quality professional learning is the state’s training strategy for the transition to new college- and career-ready standards. To aid in this transition the state developed the core coach training model to “develop a network of teachers with a deep content and pedagogical knowledge of the [new standards] who could pass the knowledge on to their peers during formal training sessions and informal interactions throughout the year. Coaches were Tennessee teachers selected via a competitive application and interview process. Coaches received eight days of intensive grade-level training provided by the Institute for Learning at the University of Pittsburgh, engaging with the material first as learners and then as teacher trainers. Coaches then delivered training to participants at three-day, grade-level workshops held throughout the summer.”⁸

The state “consistently found positive and significant effects of the TNCore math training on participants’ instructional practice and on their effectiveness at raising student test scores. These results remain consistent using methods that control for previous year scores, school-level inputs, and for the fixed characteristics of teachers.

⁸ The Impact of the 2012 TNCore Math Training on Teaching Practices and Effectiveness
http://tn.gov/education/data/doc/impact_of_TNCore_Training.pdf.

- Participants' gains on observation scores were equivalent to about half of the gains made by the average teacher between the first and second year of teaching.
- The gains in instructional practice ratings were largest for the practices emphasized in the training sessions, including skills such as questioning, providing academic feedback, and teaching problem-solving techniques.
- Participants' gains in effectiveness as measured by the Tennessee Value-Added Assessment System (TVAAS) translate into the equivalent of approximately one extra week of learning for each of their students than we would have expected had they not attended the training sessions.
- Participants who had a Core Coach working at their school made significantly greater estimated increases in questioning practices compared to participants without this support.”

Many districts have also capitalized on this model of professional learning, working with coaches in their district to provide ongoing professional development. This type of professional learning holds promise for improving teachers' instructional practice and student outcomes.

In addition to efforts focused on teacher professional learning, the state has also devoted resources to improving administrator professional learning. The state-run Tennessee Academy of School Leaders (TASL) is a state provided professional development program and one of two pathways for beginning administrators to advance their licenses. Previously this program was primarily outsourced to a variety of professional development providers; however, since 2012 the state has made significant changes to the coursework ensuring its relevance and alignment to the Tennessee Instructional Leadership Standards (TILS) which are the foundation of the administrator evaluation tool. Through this targeted, cohort-based program we reach 50 percent of administrators in their first three years providing an important lever for supporting administrator professional learning.

Revised sessions focus on many of the critical human capital management skills that principals need to address issues of supply and access in their schools. The prioritized skills and session content includes:

- Importance of human capital and hiring decisions connected to the TILS and related indicator in the administrator rubric
- Response to Instruction and Intervention strategies connected to the TILS and related indicator in the administrator rubric
- Feedback and coaching strategies for the teacher TEAM rubric connected to the TILS and related indicator in the administrator rubric
- Creating a school based mission and vision connected to the TILS and related indicator in the administrator rubric

Strategies Addressing Access

Staffing and Assignment

The state has invested in several strategies to address issues of access through innovative school staffing and student assignment decisions. One such strategy was the 2013 inclusion of the Supplemental Scope of Work in our First to the Top plan. The state reallocated approximately \$8,000,000 from the state portion of RTTT funds, to award LEAs that agree to implement a specific set of reforms. Districts chose to implement specific options within each of three categories: evaluation, standards, and student assignment. The student assignment options outlined below represented a significant attempt to direct highly effective teachers to those students in greatest need:

- Assign students to classes ensuring that no students who are Below Basic in either reading or math on TCAP in the 2012-13 school year are assigned to a Level 1 (on final evaluation score *or* on TVAAS individual growth metric) teacher.
- Assign students so that Level 5 teachers will teach at least 10 percent more students, on average, than Level 1 teachers. The district will stay within the mandates of the state class-size restrictions, but will differentiate size to ensure top teachers reach more students. Stipends or other recognition plan for the Level 5 teachers are encouraged and would be created by the LEA.
- On average, ensure that at least 80 percent of all students with disabilities are assigned to a general education classroom environment for at least 80 percent or more of the school day in the 2014-15 school year.

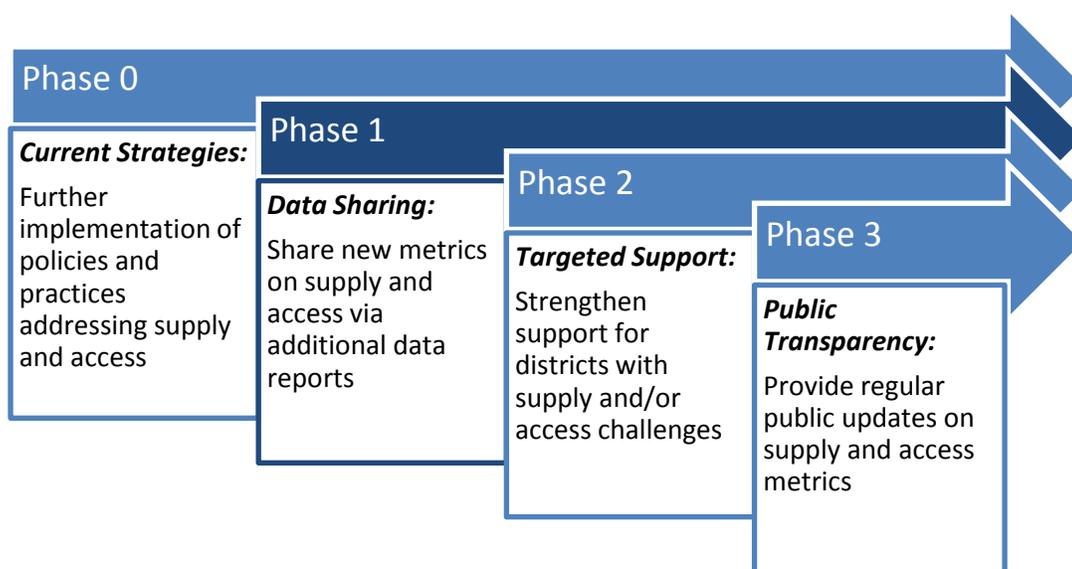
Participating districts implemented one of these strategies during the 2014-15 school year. Initially, the majority of participating districts selected the last of the three options listed above, the state plans to gather evidence about the impact of these strategies in the fall of 2015.

In the fall of 2013, the state piloted an innovative package of financial incentives to help attract and retain the most effective teachers in Priority Schools, schools in the bottom five percent of performance in the state. With this program the state provided funding, with School Improvement 1003(a) funds, to districts for recruitment and retention bonuses. Districts were provided \$7,000 per Level 5 teacher newly recruited to a Priority School and \$5,000 per Level 5 teacher retained in a Priority School. We developed this program to provide district and school leaders in those schools that traditionally struggle with issues of access with substantially more leverage in the recruiting and retention cycle.

Another element in ensuring equitable access to excellent educators is the state's revised tenure policy. The First to the Top statute passed in 2010 states that teacher and principal evaluations "shall be a factor in employment decisions, including, but not necessarily limited to, promotion, retention, termination, compensation and the attainment of tenure status." All personnel decisions are continued to be made by LEAs. The state does not mandate that LEAs make any employment decisions based on educators' final TEAM effectiveness ratings, but instead gives districts meaningful data in order to inform their personnel decisions.

Tennessee also passed tenure reform legislation that extends the teacher tenure probationary period from three to five years, and requires teachers to perform “above expectations” (level four of five) “or “significantly above expectations” (level five of five) for two consecutive years before receiving tenure.²⁶ Similarly, tenured teachers who perform “below expectations” (level two of five) or “significantly below expectations” (level one of five) for two consecutive years may be dismissed by their districts. With these changes tenure becomes an important policy lever for districts seeking to ensure that they retain an effective teacher for every student within and across their schools.

h o = #) "



Continuing to share human capital data and providing new and more frequent reports is a key strategy in the state’s plan to ensure equitable access to excellent educators. As a state agency, we recognize that one of our biggest levers to drive improvement in student outcomes and teacher effectiveness is data transparency. We have devoted considerable resources to improving the quality of our data systems and ensuring we have internal capacity to conduct data analysis and answer key research questions.

By providing districts with improved data reporting, we are able to call attention to new trends and identify areas of strength and challenge. The state firmly believes that when given access to data, schools and districts will act. With the change in accountability systems under the state’s ESEA Flexibility Waiver, districts and schools have responded to new annual measureable objectives (AMOs), which included for the first time metrics on achievement gaps between groups of students. Beginning with the state’s First to the Top grant, school working conditions data was available via TELL (Teaching, Empowering, Leading and Learning) survey. The sharing of teacher effectiveness data is another example. The state not only has a long history of providing student growth and teacher effectiveness data through the TVAAS system that has been in place since the 1990s, but new data reporting began

with the 2011-12 implementation of the new evaluation model. Finally, other data reports shared with districts include information on overall teacher retention as well as differential retention based on effectiveness data.

As previously described, the department provides all districts a state data system to capture educator evaluation data. Annually, each district receives a summary report, called the Evaluation Data Completion Report, which contains district and school evaluation distribution information and alignment information between TVAAS Individual Evaluation Composites and Observation Scores. Additionally, district and school leaders have access to a wealth of information on educator effectiveness through the data system. The data system also has a number of reports which allow administrators to analyze and track performance of educators by observation indicator, by school, by observer, etc. Throughout the last three years, the Teachers and Leaders division has worked to train and encourage educators to review this data regularly guide their human capital decisions, ranging from hiring and placement to professional development to compensation and advancement.

This Phase 1 strategy of improving human capital data sharing between the state and districts is critical to moving the practice of evaluation beyond the mechanics and operational aspects and toward using longitudinal data to make better and smarter human capital decisions. The state plans to streamline some of the existing data reports available to districts as well as provide new human capital data through a new human capital data report.

The proposed human capital data report will incorporate information previously reported in disparate district reports. Evaluation reports on distribution of teacher effectiveness by observation, individual growth, and overall level of effectiveness will be integrated with other data reports on teacher retention and working conditions. This report will also incorporate the newly analyzed supply and access data described in earlier sections of this plan.

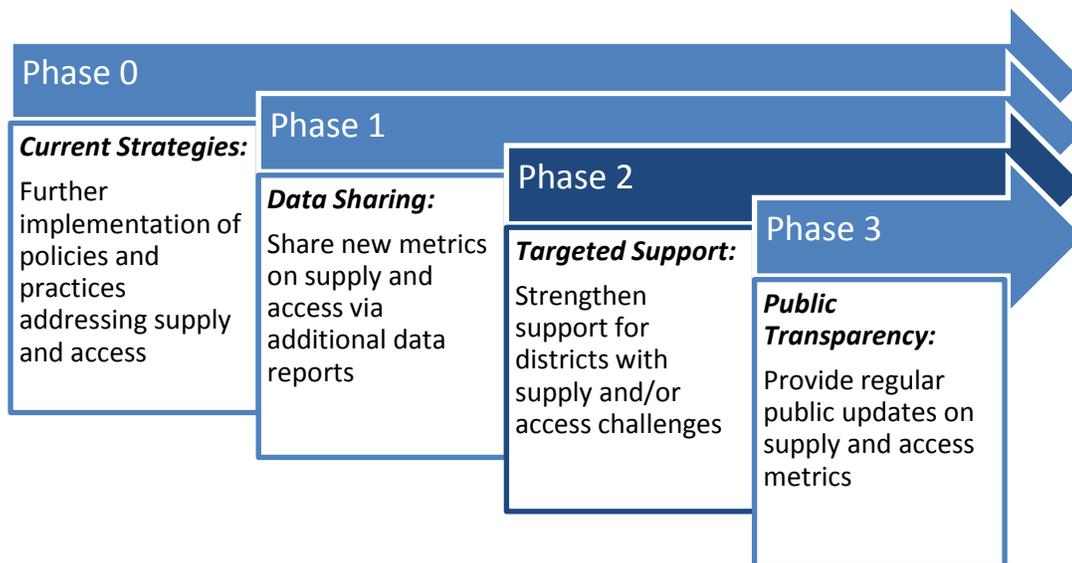
As mentioned previously in the stakeholder engagement section, the state has already developed a draft of this report for district feedback. This draft takes the first step at incorporating existing evaluation metrics, developing some new evaluation based data metrics like percentages of persistently high and low performing teachers, and integrating teacher retention data. This initial draft was shared with a small group of stakeholders during a November 2014 Compensation Convening. Early stakeholder feedback was overwhelming positive and interest in seeing additional metrics and refined reporting was expressed.

The state continued to seek feedback on the reports from the Centers of Regional Excellence (CORE) offices and in spring 2015 provided each CORE director a complete set of reports for his/her region to begin initial conversations with district leaders on how to interpret the reports and how to identify trends at a regional and district level. We intend to make additional edits and iterations of this report over the next year. The state has also developed a district equity gap report which will be incorporated into the next iteration of the human capital data reports in 2015-16. The state aims to include information on working conditions, supply, and access as part of those additions to the human capital data report. We will convene representatives to provide additional feedback on future iterations of the

report and data metrics. The next iteration of the report is planned for late fall 2015. As previously mentioned, the state is also in development of a new Educator Management Data System, which will combine data entry and management for evaluation and licensure. A key component of the project plan includes the accessibility of view-on-demand reports at the district level.

The Division of Consolidated Planning and Monitoring will also include human capital and equity gap information as part of its annual LEA risk assessment process. The annual LEA risk assessment incorporates over 65 indicators of risk that prioritize LEAs and identify those that will have conditions placed on grant awards and/or will require an on-site Results-based Monitoring visit by a cross-departmental team. The on-site Results-based Monitoring protocol is described in more detail in the Ongoing Monitoring and Support section.

h u o



The state believes that continued data transparency and access to new data metrics on supply and access will allow districts with specific equity challenges to act. It is essential to allow time for districts to respond to new data, determine root causes, and assess current and needed strategies. While much of this work is best situated at the local level, it also important for state resources to be readily available.

Phase 2 of the state’s plan to ensure equitable access to excellent educators is designed to provide targeted supports for those districts in greatest need. The state plans to continue discussions with stakeholders and conduct further analyses to determine how to best identify a need for more targeted support. The following are strategies that could be deployed in instances where a district has been identified or requests additional support.

Centers of Regional Excellence (CORE) Office Strategic Support

In 2012, the state restructured its existing regional offices, Field Service Centers, from a primarily compliance function, to one focused on districts' student achievement outcomes. Each CORE office is staffed with a Director charged with direct support of district leadership, a data analyst, and a team of math, reading, and intervention specialists. The CORE offices provide a wealth of support offerings for districts and utilize a yearly process of identifying districts with the highest needs to devote more direct assistance to. Incorporation of new equity data metrics will allow CORE Directors additional data points to determine and sequence interventions and services. These could include assistance with disaggregating and analyzing school level data, refining a district's Response to Instruction and Intervention (RTI²) plan, or additional professional development offerings for district leadership.

TEAM Coaches

As mentioned earlier in the strategies section, one of our existing supports for evaluation implementation is the voluntary, but suggested assignment of a TEAM coach. With this initiative, school leaders struggling with scoring accuracy and feedback and coaching have access to job-embedded professional development. Responses to the program have been overwhelmingly positive, and internal data shows great improvement in scoring accuracy in participating schools after the TEAM coach intervention.

- Nearly 90 percent of support schools identified reduced misalignment
- Nearly 70 percent of support schools identified reduced misalignment by more than 10 percentage points
- 13 support schools dropped from double digit misalignment to 0 percent misalignment

TEAM coaches represent an important lever in the equity plan, as one of the key strategies in many schools and districts will be to improve existing teachers' effectiveness through feedback and coaching. The TEAM coaches provide in-depth support in the places where administrators need assistance in improving the accuracy of their feedback and supports for improvement. We anticipate that in districts and schools with an identified equity challenge who determine through a root cause analysis that improving evaluation implementation is a key need might be offered the placement of a TEAM coach during upcoming school years.

In 2015-16, the TEAM coaches are reviewing and analyzing the teacher and administrator evaluation data (TEAM and TILS) to prioritize district and school(s) support. Specifically, the coaches are identifying districts and school for additional support based using the following information:

- High percentage of misalignment between individual growth scores and observation scores
- High percentage of non-differentiating observers
- Survey responses from teachers specifically on evaluation
- Administrator evaluation rubric scores for TILS Standard C1 (Evaluation) that are Below Expectations

Recruitment, Selection, Staffing Cohort

While there are a number of state strategies aimed at improving teacher recruitment and selection, this is a relatively new portfolio of work. Through supporting districts on the differentiated pay policy as well as through the human resources interviews conducted by the Educator Talent team mentioned in previous sections, it became clear that districts desired additional resources and tools in thinking about this area of human capital. The development of this plan and examination of the supply data has also highlighted the need for more direct state and district engagement on recruitment, selection, and staffing best practices. We plan to offer a series of training sessions to address this need and plan to focus on practices like workforce data analysis of turnover and staffing trends, developing a district brand and recruitment strategy, and improving the quality of selection process and tools. This training will be piloted in spring 2015 for interested and suggested districts. We believe this type of training will be integral for those districts grappling with supply challenges.

Targeted Differentiated Pay Elements

Another opportunity for targeted strategies is the use of specific differentiated pay elements. Mentioned as a Phase 0 strategy that impacts both supply and access, the state's differentiated pay policy laid the groundwork for districts to develop local incentives for a variety of areas including retention of highly effective teachers and hiring bonuses for particular schools or subject areas. The policy is flexible and does not prescribe specific types of incentives beyond the broad pay criteria. Working with districts determined to have a specific supply or access challenge to develop a pay plan designed to target that area of need, is an important lever in this work. The state plans to analyze current differentiated pay plans for those districts identified for targeted support and develop pay plan recommendations and modifications for district leadership. While we recognize changing pay alone is unlikely to solve an equity issue, we believe its competitiveness is integral to attracting and keeping great teachers in the profession.

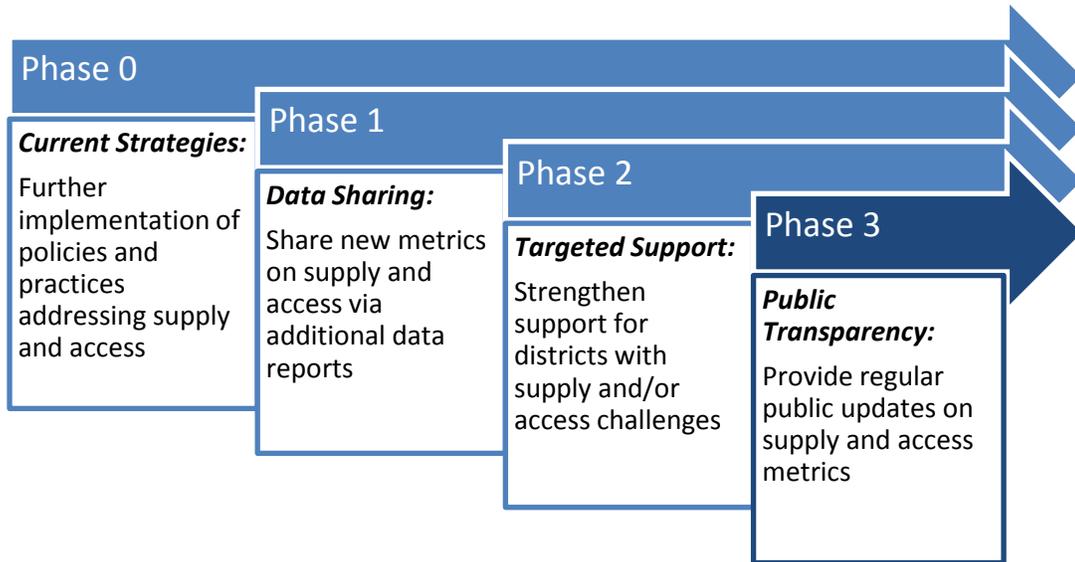
Identify and Scale Up Effective Local Initiatives

Finally, we know that there are many successful strategies at the local level, designed to focus on improving both supply of and access to effective teachers. As the state, it is our responsibility to identify these strategies, spread their best practices, and assist other districts in scaling up their usage. For example, districts like Metropolitan Nashville Public Schools (MNPS) have instituted an aggressive recruitment campaign called the Turnaround Corps⁹ to recruit highly effective teachers to their neediest schools. Other districts have focused on identifying those teachers most effective at growing students in the bottom quartile of proficiency to factor into student placement decisions. Partnership programs with student teachers from local universities, Teach For America, and specialized degree programs like ELL certification have also been established in several districts to proactively address issues of teacher supply. As we shine a spotlight on issues of supply and access through the availability of new data reporting, we anticipate a great number of new local strategies to address equity issues will develop

⁹ <http://www.mnpsturnaroundcorps.org/>

throughout the next school year. We plan to remain in frequent communication with our districts to identify these practices, assess their impact, and spread this knowledge to others.

h h) o



Finally, in Phase 3 of our plan, we recognize that accountability is often an impetus for action. Public accountability allows us to celebrate our success in addressing critical challenges, but it also provides a necessary lens for external stakeholders to shine a light on issues where progress is not expedient enough. While we believe that the majority of districts will respond to newly shared data metrics around supply and access and others will turn to the targeted support options for assistance, the need for public transparency still prevails. As part of the Tennessee Succeeds strategic plan, we plan to create a new district report card in 2016-17 which will include new data such as the district equity gap information.

In places where either supply or access issues are persistent, parents and community members have a right to know about the specific challenges and strategies that have been used to address those challenges. The state plans to share progress with districts annually via the human capital data report. We plan to allow a period of time for districts to develop and implement strategies to address specific equity issues and to engage with state offered supports prior to making information on equity gaps publicly available, because we know that many districts might not yet be aware of these issues and with knowledge will handily address them. However, in the future we plan to provide annual updates to key external stakeholders, including the State Board of Education. Public data sharing represents a key state lever to address inequity and will hold both the state and districts accountable for improvement.

Ongoing Monitoring and Support

We firmly believe that effective strategies and supports are not one-size-fits-all. Our goal in establishing this plan to ensure equitable access to excellent educators for all students is to examine outcomes data in a nuanced way to determine equity issues and refine our data sharing mechanisms with districts all with the intent to allow for a variety of strategies and supports. Our data reveals that the specific challenges facing our districts vary throughout the state as do the root causes. Because of this variety, we feel the most important role the state can play in ongoing monitoring is one of data transparency and continuation of existing support structures.

It is important to provide this data transparency at both the state and district levels. At the state level, we anticipate continuing to provide stakeholder groups updated information about human capital data, which going forward will include updates on our equity supply and access metrics. The state department will also be responsible for providing updates about both our data and strategies to the State Board of Education. These updates will allow for even greater public awareness about our state progress in addressing issues of inequitable access. We have also invested in several state level structures that aid in the monitoring and ongoing evolution of this work. Our internal Office of Research and Policy provides innovative and timely analysis of these key metrics.

At the district level, our primary mechanism for continued awareness and monitoring will be through our human capital data reports. As one of our key strategies, these reports will be available on a yearly basis to districts and include a wealth of data regarding evaluation, retention, working conditions, supply, and access data. This LEA-level data will be summarized and analyzed to determine the progress that each LEA is making to ensure equitable access to highly effective teachers. This data will be shared with the Division of Consolidated Planning and Monitoring (CPM) and utilized as part of the annual LEA risk-assessment. The annual LEA risk assessment incorporates over 65 indicators of risk that prioritize LEAs and identify those that will have conditions placed on grant awards and/or will require an on-site Results-based Monitoring visit by a cross-departmental team.

The Results-based Monitoring conducted by CPM is a comprehensive on-site process that looks at effective program implementation, not just compliance. The review instrument focuses on specific levers that affect student academic achievement, not specific funding sources. The in-depth review of teacher equity issues by will focus on areas such as quality leadership, instructional practices, and effective teachers. LEAs and schools will be required to provide documentation for and discuss:

- Strategies to attract highly qualified teachers
- Strategies for ensuring that low achieving students have access to highly effective, highly qualified teachers
- Existing partnerships with local teacher preparation institutions to ensure a continuous pipeline of highly qualified teachers
- Strategic and equitable distribution of highly effective teachers within the LEA and schools

- Processes and procedures implemented to provide quality feedback and support to new and/or struggling teachers
- Professional development opportunities related to effective teaching strategies for students with disabilities, English learners and other targeted subgroups
- Retention strategies such as, incentive pay, differentiated pay scales, career pathways and leadership opportunities for highly effective teachers
- Strategies to address between school and within school equity gaps
- Process to review and act upon human capital data regarding evaluation scores and misalignment of observation data and teacher growth data

LEAs that are unable to document and demonstrate the implementation of these processes, practices, procedures and strategies are required to develop corrective action plans with specific action steps and deadlines that must be met. Necessary support is provided to address the areas of deficiency and follow-up visits are conducted to ensure that all corrective actions are addressed within the specified timeframe(s).

As mentioned in previous sections, the state has done extensive work over the last three years to reimagine and restructure our district support function. Both the CORE offices and the Division of Consolidated Planning and Monitoring (CPM) will play integral roles in supporting districts with specific equity issues. CORE offices conduct yearly data deep-dives with each district to identify yearly priorities and develop their CORE office plan for support. This information is then used to inform each district's strategic plan and school improvement plans to which federal and state resources must be aligned. The CPM office collects, reviews, and approves the consolidated federal funding applications that outline the use of ESEA and IDEA funds. Both the strategic planning process (LEA and school) and the consolidated federal funding application are aligned and integrated within the new ePlan system. This shared, web-based system allows for planning and budgeting of available funds to be fully integrated and transparent to all stakeholders.

By using these existing structures to monitor and support both state and district level implementation of strategies to address equity, we are ensuring that this plan is not a standalone effort, but rather an embedded aspect of the human capital data we expect ourselves and districts to address each year.

Conclusion

In order to fulfill our vision of a college- and career- ready workforce, we must ensure that all students have access to highly effective teachers. Tennessee's plan to ensure equitable access laid forth in this draft builds off the state's existing foundation of policies and initiatives aimed at growth for all students and closing achievement gaps. Our aim is that this work, with new efforts to address issues of inadequate supply or inequitable access, becomes integrated into our larger efforts to improve human capital management.

We carefully analyzed both supply and access data revealing a great deal of district variation in the percentage of highly effective teachers employed as well as the type and size of equity gaps. This data highlights the need for us to focus on the key state levers for increasing the supply of effective teachers and improving access, while also allowing for district-level analysis of root causes and locally developed strategies. We believe our phased sequence of supports will do just this. The plan also identifies several key state levers for improvement through specific state policies and programs and increased data sharing and transparency while providing districts with the time and targeted support to implement local strategies. We look forward to continuing to refine our plan over time and in close partnership with stakeholders, especially district and school leaders.

Appendix

)

Between-School Gap - when more effective teachers are assigned or selected to teach in schools that serve certain groups of students in mass, dependent on characteristics such as socio-economic background or prior achievement.

Equity Gap – the difference in the percent of students in one subgroup who receive highly effective teachers compared to the percent of students in a comparison group who receive highly effective teachers.

Highly Qualified - a status which occurs when an educator is fully licensed to teach in the Tennessee and does not have any licensure requirements waived on an emergency, temporary or provisional basis and who has subject content knowledge verified for federal reporting purposes under No Child Left Behind (NCLB)

Inexperienced – a status which occurs when an educator has less than three years of teaching experience.

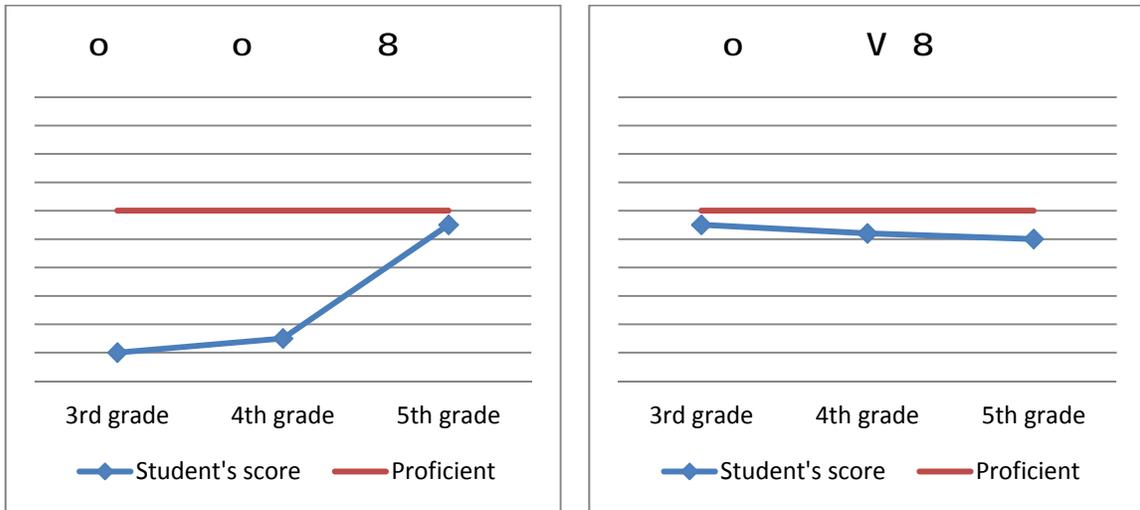
Out of Field – a status which occurs when an educator holding an Apprentice, Transitional, or Professional License is scheduled to teach more than one course or more than two sections of one course outside the area of endorsement.

TVAAS – Tennessee Value Added Assessment System which measures student growth and the impact that schools and teachers have on students' academic progress.

Within-School Gap - when certain students are assigned to more or less effective teachers in their school, dependent on characteristics such as socio-economic background or prior achievement.

1. ut ° ° o **growth**

For example, a student who is behind academically may show significant academic growth but not be proficient on the end of year test. Another student may also not be proficient on the end of year test, but not show any growth. The teacher added a lot of value to the first student's academic development (and increased their likelihood of being proficient in 6th grade), and little value to the second student's academic development. TVAAS allows educators to consider their students' (their score on the end of year assessment), as well as their (the progress students make year to year).



2. O - _____ ut ° ° o When students grow more than expected, that growth is reflected in a teacher's TVAAS score – regardless of whether the student earned below basic, basic, proficient or advanced on the state assessment. For example, Treadwell Middle School in Memphis had low entering achievement in middle school math (students performed in the 33rd percentile compared to their peers across the state), yet they were among the top 20% of schools in the state on growth in 7th and 8th grade math in 2013-14.

3. = - _____ ut ° ° o Just as children grow in height each year, they also grow in academic ability. If a second grader is tall in relation to her peers, she will need to continue to grow each year to be tall relative to her peers in fifth grade. A tall second grader who does not continue to grow will soon be a short fifth grader. Likewise, our highest performing students still have room to grow academically and their teachers can still earn high TVAAS scores. Even students who consistently earn advanced scores can demonstrate growth. For example, Ravenwood High School in Williamson County had among the highest entering achievement in the state among their Chemistry I students. They also had strong growth, and made substantially more progress than the state average in Chemistry in 2013-14.

Human Capital Data Report Mock District

This Human Capital Data Report was compiled using 2013-14 data and covers a range of human capital topics, including evaluation, retention, and hiring data. It includes data previously shared via the fall Evaluation Completion Reports, but also incorporates new metrics not previously available. This report is intended to be used in coordination with the Human Capital Self-Assessment Tool which is designed to aid in data analysis, present possible strategies for improving human capital management, and aid in prioritizing implementation of those strategies.

Section I: Evaluation

Table 1: Distribution of Scores

	Teachers w/ Data	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s
Overall Level of Effectiveness	100 of 100	10.0%	30.0%	20.0%	10.0%	30.0%
Overall Level of Effectiveness (State)		0.8%	11.2%	25.2%	31.5%	31.3%
Observation Average	100 of 100	10.0%	20.0%	10.0%	30.0%	30.0%
Observation Average (State)		0.3%	2.7%	22.4%	43.3%	31.3%
Growth Score: All Teachers	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
Growth Score: All Teachers (State)		22.5%	9.0%	19.4%	10.6%	38.5%
Growth Score: Teachers w/ Individual Growth	100 of 100	10.0%	30.0%	10.0%	30.0%	20.0%
Growth Score: Teachers w/ Individual Growth (State)		19.7%	9.6%	24.2%	11.5%	35.1%
Achievement Measure	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
Achievement Measure (State)		10.6%	5.9%	17.7%	15.8%	50.1%

Guiding Questions:

1. Is this the distribution you expected?
2. Do you see any measures that seem out of line with the rest of the measures? If so, why do you think this may be?
3. Do you anticipate this distribution changing notably this school year? If yes, why? If no, why not?
4. How does your district's distribution compare to the distribution at the state level? Why do you think this may be?

Table 2: Alignment between Individual Growth Scores and Observation Scores

Number of Teachers with Observation Scores and Individual Growth Scores	District Average Percent Aligned or within Two Levels	District Average Percent Misaligned by Three or More Levels	State Average Misaligned by Three or More Levels
40 out of 50	90.0%	10.0%	12.5%

Guiding Questions:

1. Are you concerned about the level of misalignment in your district? Why or why not?
2. Can you identify why there might be a discrepancy between individual growth and observation scores?
3. Do you have some schools where misalignment might be more of an issue than others? If so, what are you doing to combat misalignment in those schools?
4. Are you concerned about the quality of feedback teachers are receiving? Are you more concerned about this in your schools with higher rates of misalignment?

Section 2: Growth and Development

Table 3: Change in Individual Growth Scores from 2012-13 to 2013-14

In this chart, cells highlighted in green represent teachers whose individual growth score improved between 2012-13 and 2013-14. Also highlighted in green is the cell showing teachers who maintained an individual growth score of 5 between 2012-13 and 2013-14.

		2013-14 Individual Growth Scores				
		1	2	3	4	5
2012-13 Individual Growth Scores	1 20 teacher(s)	5.0% (1)	25.0% (5)	10.0% (2)	10.0% (2)	50.0% (10)
	2 10 teacher(s)	20.0% (2)	10.0% (1)	20.0% (2)	40.0% (4)	10.0% (1)
	3 50 teacher(s)	20.0% (10)	0.0% (0)	20.0% (10)	20.0% (10)	40.0% (20)
	4 10 teacher(s)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
	5 5 teacher(s)	0.0% (0)	0.0% (0)	40.0% (2)	0.0% (0)	60.0% (3)

Guiding Questions:

1. Did more of your teachers improve their individual growth scores than not?
2. Which group of teachers were you most effective at growing?
3. Are there any district-wide practices that have led you to be more effective at moving some groups of teachers?
4. Do you know which teachers had big growth score changes and why?

(NOTE: This change could be in either direction and may be related to changes in grade and subject taught.)

Section 3: Retention

Table 4: Persistently High vs. Low Performing Teachers

	Persistently Low Performing	Persistently High Performing
District	25.0% (5 out of 20)	75.0% (15 out of 20)
State	8.9% (1,331 out of 14,924)	45.3% (6,757 out of 14,924)

There are many ways to define to persistently high and low performing teachers, for the purpose of this report they are defined as follows:

A persistently high performing teacher is defined as a teacher who has three years of individual growth with a sum greater than or equal to thirteen (13). For example, a teacher who scored a 4 in 2011-12, a 4 in 2012-13, and a 5 in 2013-14 would have a sum of 13, making this teacher persistently high performing. To be considered persistently high performing, a teacher had to have an individual growth score of 5 for at least one year, and could not have received an individual growth score of 2 in any of the three years.

A persistently low performing teacher is defined as a teacher who has three years of individual growth with a sum less than or equal to four (4). A teacher who scored a 1 in 2011-12, a 2 in 2012-13, and a 1 in 2013-14 would have a sum of 4, making this teacher persistently low performing. To be considered persistently low performing, a teacher could not have received an individual growth score of 3 in any of the three years.

Guiding Questions:

1. Is this distribution what you would expect?
2. Do you know who these teachers are?
3. Do your persistently high performing teachers know who they are?
4. Do you have any recognition or retention practices in place, specifically for teachers who have demonstrated strong performance over time?
5. Do you have any practices in place to develop and support your persistently low performing teachers?

**Table 5: Teachers who Left District Based on
2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	Total Teachers	Total Teachers Retained	Total Teachers who Left	Moved Districts	Not Rostered ¹
1	10	2	8	2	6
2	15	7	8	1	7
3	12	1	11	0	11
4	10	8	2	2	0
5	6	5	1	0	1

➤ **Teachers who moved from your district went to:** District A (3), District B (2)

Guiding Questions:

1. Are you retaining your high performing teachers at a higher rate than your low performing teachers?
 - a. If so, how are you accomplishing that?
 - b. If not, why do you think this might be and what could you do to change it?
2. What is the primary reason teachers are exiting your district?
3. Are teachers exiting your district to go to other districts at a rate that is concerning?
4. Which districts are your teachers leaving for and why? Are these the districts you would have expected?

¹ Teachers may fall into this category for a number of reasons, including but not limited to: retirement, exiting the profession, exiting the state, maternity leave, medical leave, leave of absence.

**Table 6: Teachers who Stayed in District but Moved Schools
Based on 2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	1	2	3	4	5
10 Teacher(s)	0	2	4	3	1

Guiding Questions:

1. Which teachers are moving schools within your district? High performing teachers or low performing teachers? Why is this?
2. Is the movement of high performing teachers resulting in better access to great teachers for low performing students?
3. Do you know which schools are recruiting teachers from within the district and why?
4. Why do you think teachers are accepting these within district transfers (Ex. school culture, teacher leader opportunities, other leadership opportunities, physical location, etc.)?

Section 4: Hiring

Table 7: New Hires in 2014-15 Based on 2013-14 Overall Level of Effectiveness

	District: Total Teachers	District: Percent of Teachers	State: Percent of Teachers
Newly Hired in Tennessee	40	80.0%	45.3%
Level 1	0	0.0%	5.0%
Level 2	2	4.0%	5.4%
Level 3	1	2.0%	12.3%
Level 4	1	2.0%	15.4%
Level 5	6	12.0%	16.6%
Total New Hires	50	100.0%	100.0%

➤ **Teachers who moved to your district came from:** District A (7), District B (3)

Guiding Questions:

1. Where are you getting most of your new teachers? Why is this?
2. Do you have a robust support system for teachers who are new to teaching in Tennessee?
3. From which district do most of your new teachers come?
4. Did you ask teachers to share previous evaluation data as part of your hiring process? If yes, what information did they share? If no, why did you not ask for this information?
5. What recruitment strategies do you have in place to insure you are attracting high performing teachers?

Table 8: Level 1 Observation Hours Breakdown

Task	Total Hours
Initial Coaching Conversation	0.5
Announced ² Observation 1	2.0
Unannounced ³ Observation 1	1.5
Announced Observation 2	2.0
Unannounced Observation 2	1.5
Summative Conference	0.5
Total	8.0

Table 9: Level 1 Observation Hours 2014-15⁴

	Total Teachers	Percent of Teachers	Observation Hours	Total Hours
District: Level 1	5	3.8%	8 per teacher	40

Guiding Questions:

1. Does this align with the amount of support you are prepared to provide to struggling teachers?
2. How are these hours of work distributed amongst your evaluation team?
3. What additional supports are you providing to these teachers outside of the required minimum?
4. What percentage of these teachers do you anticipate improving based on this support? (*NOTE: It may be helpful to look at the chart on pg. 4.*)

² *Announced Observation*: Pre-Conference-0.5 hrs., Observation-1 hr., Post-Conference-0.5 hrs.

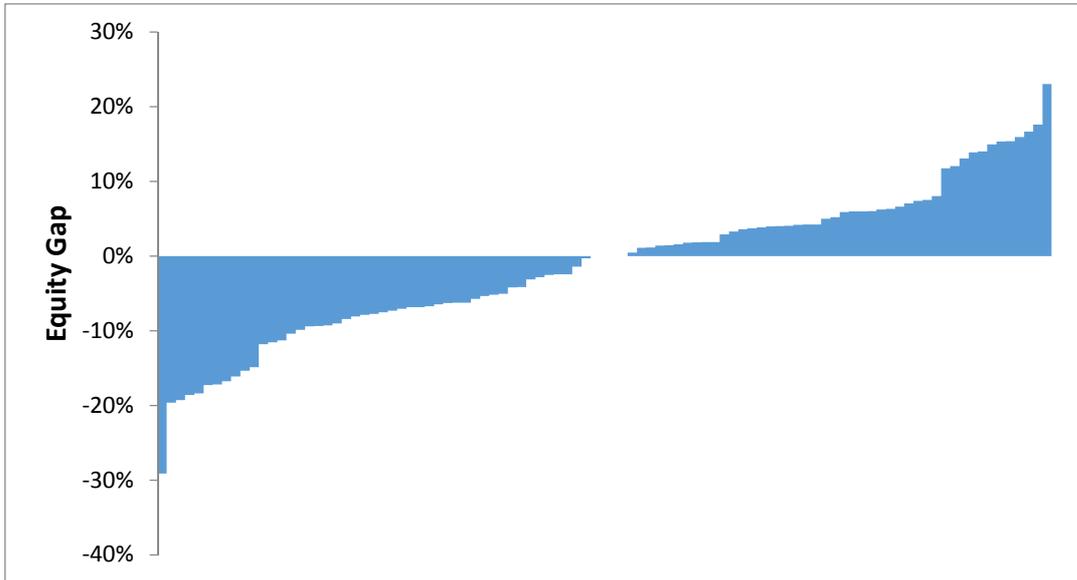
³ *Unannounced Observation*: Observation-1 hr., Post-Conference-0.5 hrs.

⁴ A teacher is on the Level 1 track if he or she received a 1 on individual growth or Overall Level of Effectiveness.

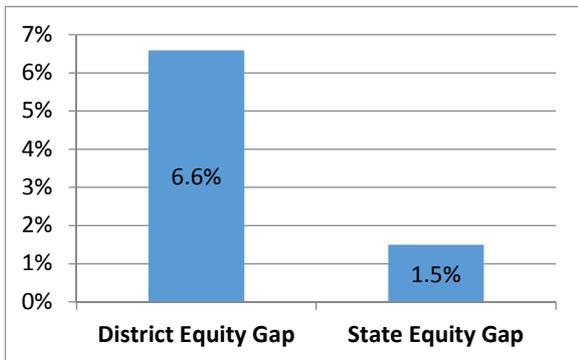
District: District A

Subject: Reading

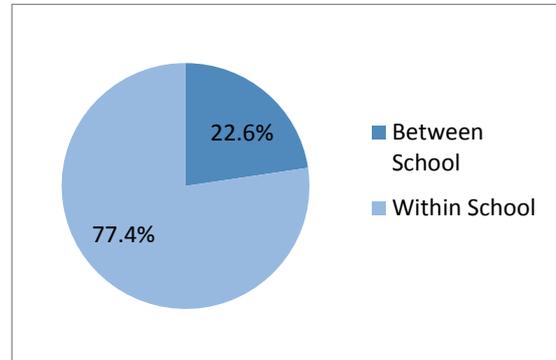
Grades: 4-8



Each bar in the above graph represents a district in the state. The height of the bar represents the size of the district's RLA equity gap. The district's equity gap is calculated by subtracting the percent of students who scored advanced on the prior year's RLA TCAP and receive a highly effective RLA teacher from the percent of students who scored below basic on the prior year's RLA TCAP and receive a highly effective RLA teacher.



The above graph displays the size of the state RLA equity gap, as well as your district's RLA equity gap. Your district has a positive RLA equity gap. This means a smaller percentage of below basic students in your district receive a highly effective RLA teacher compared to advanced students.

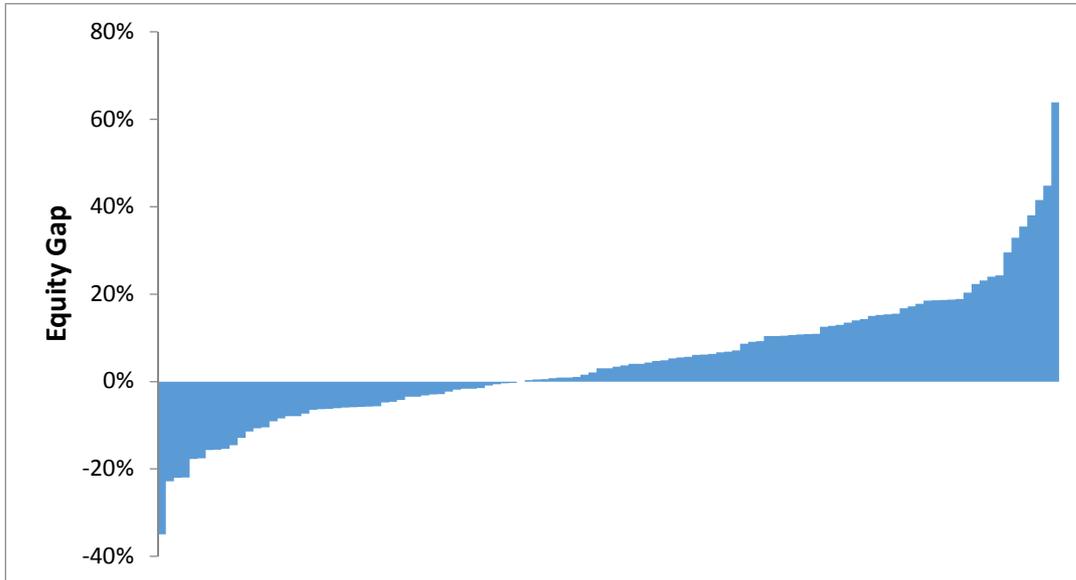


The above graph displays the portions of your RLA equity gap that are explained by within and between school placement. When a positive equity gap is mostly explained by within school placement it means that highly effective RLA teachers in the district are located throughout the schools in the district but placement decisions within schools lead to smaller percentages of below basic students receiving highly effective RLA teachers.

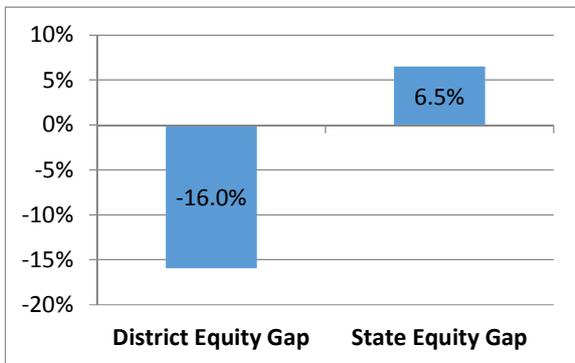
District: District A

Subject: Math

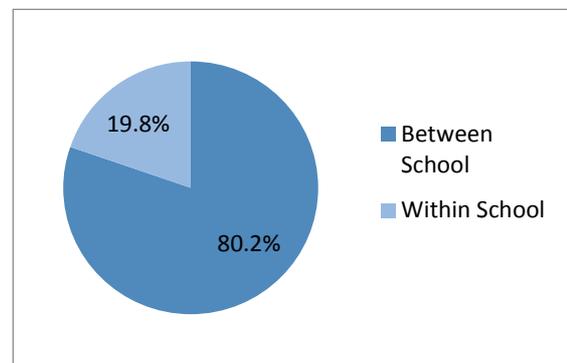
Grades: 4-8



Each bar in the above graph represents a district in the state. The height of the bar represents the size of the district's mathematics equity gap. The district's equity gap is calculated by subtracting the percent of students who scored advanced on the prior year's math TCAP and receive a highly effective teacher from the percent of students who scored below basic on the prior year's math TCAP and receive a highly effective teacher.



The above graph displays the size of the state math equity gap, as well as your district's math equity gap. Your district has a negative math equity gap. This means a greater percentage of below basic students in your district receive a highly effective math teacher compared to advanced students.



The above graph displays the portions of your math equity gap that are explained by within and between school placement. When a negative equity gap is mostly explained by between-school placement it means that highly effective math teachers in the district are located in schools that serve higher percentages of below basic students.



Sylvia Flowers
Executive Director of Educator Talent
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

May 29, 2015

Dear Ms. Flowers:

Thank you for the opportunity to provide input regarding the draft report, “Equitable Access to Excellent Educators.” We can all agree that a qualified teacher is essential to a child’s academic success. We believe there are several facets to improving access to qualified educators in Tennessee. Those areas include recruitment and hiring, retention, and professional development.

Recruitment and Hiring

The Tennessee Education Association (TEA) believes that strong teacher recruitment programs are necessary to maintain and enhance the teaching profession.

Partnerships: It is important to maintain strong relationships with teacher education programs. Establishing partnerships with colleges and universities can help bring education students into district school buildings. This exposure, often through student teaching, helps strengthen the applicant pool. This approach should be part of a comprehensive marketing and outreach campaign.

Future Teachers of America: Programs targeting middle, high school, and community college students is a great way to encourage talented young people to pursue teaching as a career. TEA has continued to support Future Teachers of America (FTA), a program that promotes teaching to high school students. We currently have active chapters across Tennessee and award annual scholarships to FTA high school students planning to attend college in Tennessee and major in education.

Retention

Preparation: We need to prepare teachers adequately to enter the profession. We applaud that the Department revised the process for reviewing and approving Education Preparation Providers (EPP). Having more frequent reviews and detailed analysis will help us move toward having a higher quality supply of teachers. TEA believes that teacher education programs must be approved at the State level and through a national accreditation body (CAEP).

Part of the EPP analysis should identify areas that many new teachers struggle with. For example, cultural competency should be an integral component of any teacher education program. This needs to be considered when moving teachers between districts and schools.

Working conditions: Surveys have shown that working conditions are the most significant factor in retaining teachers, particularly in hard-to-staff schools. Schools with energetic leadership in which teachers feel like valued members of a learning community attract and maintain their staff while those lacking these qualities do not. The 2013 Tennessee TELL survey highlighted a few areas that need heightened focus such as: providing sufficient non-instructional time, opportunity to collaborate with colleagues, differentiated professional development, and strategies to involve parents and community members as active partners in their children’s education.

Financial Incentives: While most financial incentives are targeted primarily at recruiting new teachers, such incentives can also be used to encourage experienced teachers to increase their skills and expertise and take on additional leadership responsibilities.

TEA believes that a single salary schedule is the most transparent and equitable system for compensating teachers. The development of models that provide additional compensation beyond the single salary schedule should be accomplished through a bilateral decision-making process. In addition, any performance based compensation model shall not be used solely on student achievement as measured by standardized tests; rather such models shall be designed to encourage collaboration rather than competition; and shall be criterion-based so that everyone meeting an agreed-upon standard earns the award.

We believe that any system providing compensation beyond the single salary schedule may:

- (a) Be based upon knowledge or skill-based systems which support and reward the acquisition of critical skills that contribute to professional competency;
- (b) Include incentives to attract and retain teachers with special qualifications and teachers who are willing to work in high priority schools;
- (c) Be based on recognition or designation of teachers as “lead teachers”, “mentoring teachers”, or “accomplished teachers” provided the criteria used to determine these designations are clearly stated and subject to objective measurement.

The Association believes any compensation model should be funded without re-prioritizing existing resources and done in a sustainable manner.

Professional Development

TEA believes that continuous high quality, job-embedded professional development is required for teachers to achieve and maintain the highest standards of student learning and professional practice.

Quality Professional Development: TEA believes that professional development should be designed, directed, and differentiated to meet the needs of individual teachers. In addition, TEA supports professional development that is standards-referenced and incorporates current research on best practices. Another key component to improving teacher support is to evaluate the professional development and communicate those results to teachers.

Evaluation Feedback: TEA believes that the ultimate goal of any evaluation model of professional educators is to improve instruction. The structure of an evaluation model should encourage and promote a common vision of effective teaching and collaboration among educators to support student achievement. Teachers need more specific feedback to understand how they can improve their

instruction according to these models. In addition to meaningful feedback, we believe there should be targeted support for teachers to improve upon their evaluation.

Placement

TEA supports the principle that teachers should be promoted or assigned to preferred positions on the basis of education preparation, experience, and ability. We believe policies should place the education employee in the school and assignment for which his/her preparation, experience, and skills may best be employed and the needs of the school system may best be served.

Cultural competency training should be considered as a factor in teacher preparation and placement. Furthermore, TEA supports high quality, job-embedded professional development for beginning and experienced teachers. It is important that the professional development be tailored to the individual teacher needs based on placement and years of experience.

We appreciate the opportunity to provide feedback on the draft report. We look forward to future conversations on this important issue.

Sincerely,

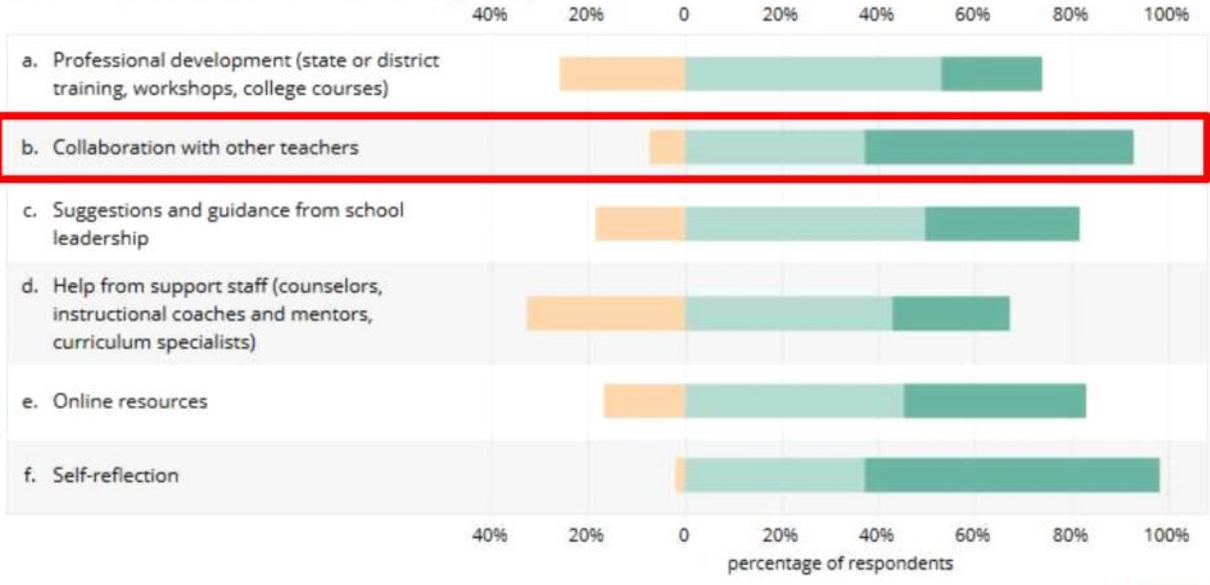
A handwritten signature in cursive script that reads "Barbara L. Gray". The signature is written in black ink and is positioned below the word "Sincerely,".

President Barbara Gray

Teacher Educator Survey

To what extent did each of the following contribute to your improvement in this area?

Did not help Helped somewhat Helped significantly



Teacher Educator Survey

Teacher Partnerships

“My partner and I both have different strengths. We can both learn more from each other.”

“I thought it would be a good way to learn from another educator.”

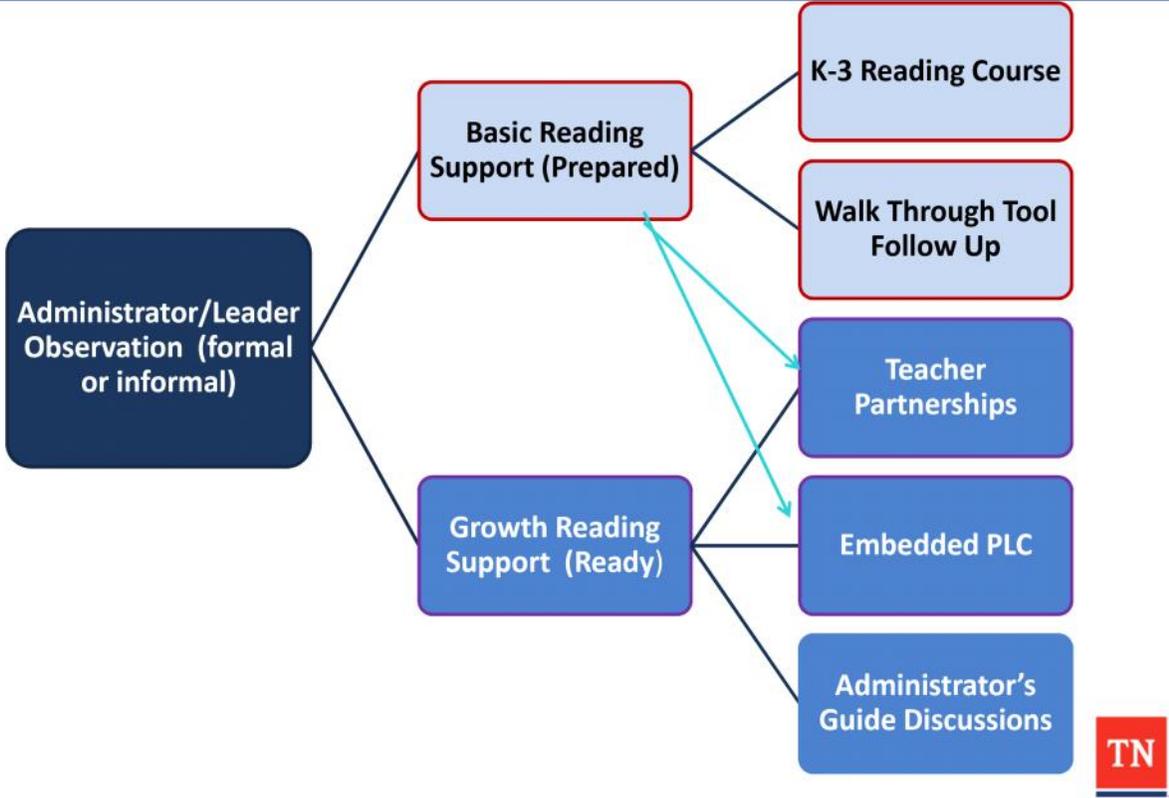
Teacher Partnership Feedback

“I could already see improvement. We were very intentional about what we are doing... It’s not necessarily what you wrote on your lesson plan, it’s the impact that it had on your children..”

“...that teacher-to-teacher [format] was just outstanding. I think she just really valued, and appreciated the teacher coming in. As an administrator, I can talk it...I can give you some strategies, I can tell you, but I think with it actually coming from a classroom teacher who’s actually doing it day-to-day it just had a lot of value.”



Supporting Teacher Growth



K-3 Walkthrough Tool-See your **CORE** office.

Direct Instruction (Large and/or Small Group)	Observed	Not Observed
Comprehensive instruction is based on Tennessee Academic Standards		
The Foundational Skills Standards are not taught in isolation; there is application of the skill to connected text and dictation (spelling/encoding)		
Correctly produces and models consonant/vowel phonemes and other phonology skills		
A multi-sensory approach is used, which may include the use of manipulatives		
Instruction is explicit, differentiated, and includes scaffolds as needed during large and small group instruction		
Evidence exists that reading routines and procedures are familiar to the students		
Deliberately fosters oral language and content-specific vocabulary as a foundational skill for reading/writing		



[To reach our to your CORE Offices, click here.](#)

@ ‡ 8 h M k # _____

This guide aims to provide concrete examples of what the Tennessee Academic Standards for English Language Arts in grades K-3 look like in daily planning and practice. It is designed to reflect the structure and learning from the K-3 Reading Course. Please note that it is not expected that all of these components of standards-aligned instruction would be observable during a brief walk-through. For each element, check the box as appropriate.

This tool is not designed for use in evaluation.

) _____ u _____
 8 # _____ u _____
 u y _____ O 7 _____
 \ _____

) @ O o 8	\	\ v
Comprehensive instruction is based on Tennessee Academic Standards		
The Foundational Skills Standards are not taught in isolation; there is application of the skill to connected text and dictation (spelling/encoding)		
Correctly produces and models consonant/vowel phonemes and other phonology skills		
A multi sensory approach is used, which may include the use of manipulatives		
Instruction is explicit, differentiated, and includes scaffolds as needed during large and small group instruction		
Evidence exists that reading routines and procedures are familiar to the students		
Deliberately fosters oral language and content specific vocabulary as a foundational skill for reading/writing		
Analyzes and corrects speaking, reading, and spelling errors in English orthography		
Guides students through text; asks text dependent questions; directs students to evidence in the text as meaning is constructed		
Majority of instructional time is spent listening to, reading, and responding to texts selected to advance reading skills		
Teacher uses a lesson framework (such as the Integrated Reading Lesson framework from the Reading Course) to plan instruction		
Notes:		

o 8 O @	\	\ V
Assessments (either formal or informal) are used to determine small groups		
There is evidence of regular instructional adjustment based on ongoing assessment		
Small group instruction includes explicit and systematic teaching of the Foundational Skills (print concepts, phonemic awareness, phonics, fluency)		
Evidence that the end goal of reading is to make meaning (comprehension)		
Vocabulary and oral language development is an essential component/element		
Writing is done in response to the reading/instruction		
Technology is utilized		
Notes:		

# -	\	\ V
Efficient transition from large group instruction to small group instruction		
Classroom arrangement allows for whole group and small group instruction		
Most students are authentically engaged		
Corrective feedback is given		
Oral language development is supported through conversation, rich vocabulary, use of read alouds, etc.		
Notes:		

Notes and thoughts for reflection: _____

PARTNERSHIPS: Administrator Partnership Guide

Skills	Level of Practice	Model	Feedback	Partnership
Read About It				
Think About It				
Talk About It				
Write About It				



*This guide is intended for use with effective prepared literacy teachers and provides concrete examples of effective literacy instruction. It is intended to help administrators partner teachers in building literacy practices throughout the building. This guide can assist administration and instructional coaches in identifying peer models, exemplar classroom, and feedback guidance. If a teacher attends the reading course, **begin feedback practices with the K-2 Walk Through Tool and use this document as appropriate.***

Reading Instructional Practices include:	O h	y - U	h 7	- h
Read about it				
<ul style="list-style-type: none"> Use of _____ to model language and vocabulary, to build knowledge and develop critical thinking skills, and to provide opportunities for students to grapple with the structure and meanings of more complex texts (use of productive struggle and scaffolding) 				
<ul style="list-style-type: none"> Use of on grade level texts through d and inte reading apply foundational skills, develop reading fluency, and build comprehension. Provide multiple opportunities to practice rereading familiar text at the _____. 				
Think about It				
<ul style="list-style-type: none"> Utilizes text dependent questions during interactive read alouds to engage students in thinking activities with text. 				
<ul style="list-style-type: none"> Provides opportunities to grapple _____ with more complex text and provides _____ to support readers Interactive Read Aloud/Shared Reading. 				
<ul style="list-style-type: none"> Literacy instruction provides _____ for support w/ rel to independent work. 				
Talk About It				
<ul style="list-style-type: none"> Tailored _____ focusing on the learning target is provided throughout lesson to all students. 				
<ul style="list-style-type: none"> Listening, speaking, reading, and writing are integrated throughout literacy instruction, not in _____ sections of a lesson. 				
<ul style="list-style-type: none"> Provides opportunities daily to practice responding to texts through speaking and discussion. 				
Write About it				
<ul style="list-style-type: none"> Provides opportunities daily to practice responding to text through written expression. 				
<ul style="list-style-type: none"> Use oral discussions and writing to synthesize new knowledge gained from reading. 				

Next Steps and Reflection

- What are the biggest actions you need to take to move classroom practice forward?
- What does a leader still want to know about literacy practices? What are ways a you can get that knowledge?
- How do model classrooms help you and your teachers develop these skills?
- How do you create actionable change in your building?





**Key Question 4:
Creating a Literacy Culture**

Goal

**READ TO BE
READY**



**75 percent of Tennessee students
reading on grade level by 2025**

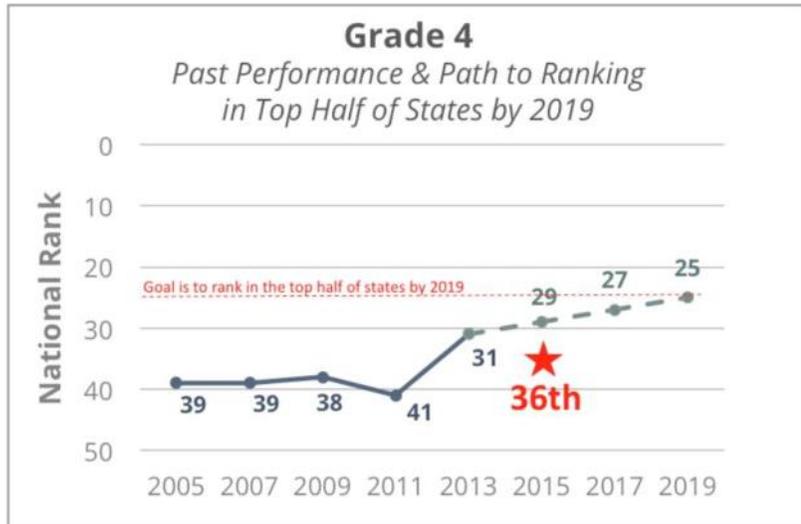
Where are we now?

- Over the past several years, **English language arts** performance in grades 3-5 has remained **stagnant or declined**.
- Historically underserved subgroups are struggling even more; less than **one-quarter** of **English language learners** and **students with disabilities** are proficient or above in reading on the third grade TCAP assessment.
- For many students, early intervention is a key element of later outcomes.

Where are we now?

NAEP Reading

- We improved our ranking among states in grade 8 reading but went **backward in grade 4 reading**.
- Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP in grades 4 and 8 reading.



Importance of Third Grade Reading

- **Third grade** is a pivotal marker in the academic trajectory of a student.
- National data show children who are not reading proficiently by third grade are **four times less likely** than their peers to graduate high school by age 19.
- By the end of third grade, only **43 percent** of students in Tennessee are proficient in reading.

Read to be Ready: Key Takeaways

- 1. Early literacy matters.** Early language and literacy development must begin at birth because of its direct impact on later success in reading and in life.



Read to be Ready: Key Takeaways

- 2. But it's never too late.** With quality resources and support, even those who are not reading on grade level by third grade can catch up.



Read to be Ready: Key Takeaways

- 3. Reading is more than just “sounding out” words.** Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us.



Read to be Ready: Key Takeaways

4. **Teacher knowledge and practice are critical.** Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.

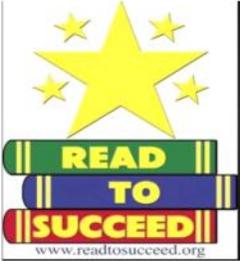
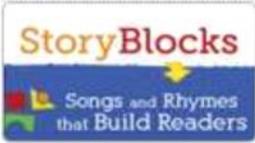


Creating a Culture of Literacy



Involve all stakeholders

Reach out to your community resources:

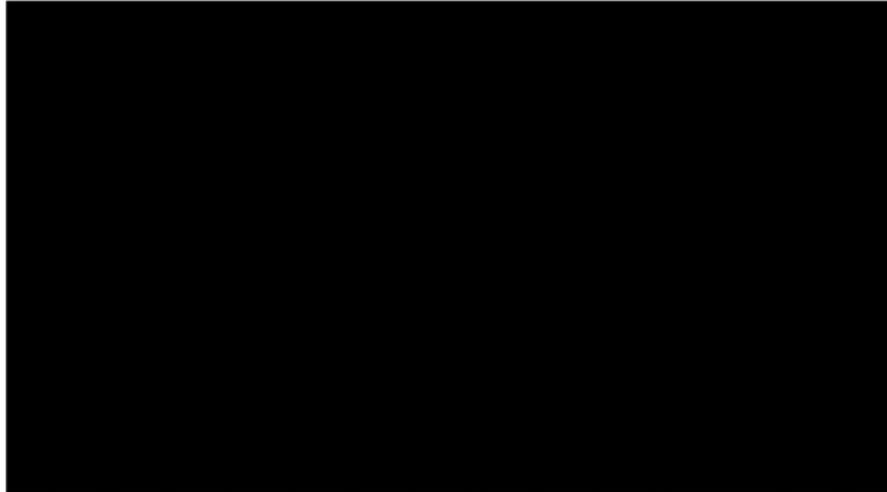


The Children's Reading Foundation



Reading...it is a RIGHT!

It is not a privilege to learn to read. It is a RIGHT. We have a moral obligation to ensure ALL children learn to read. To reach our goal, we must work with a sense of urgency.



Time and Planning

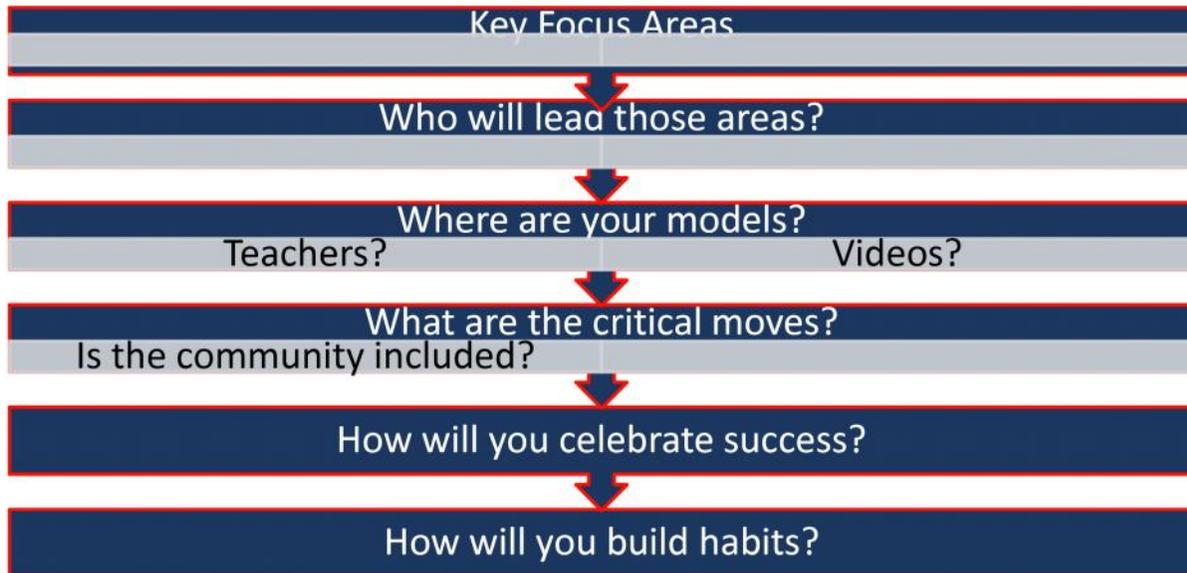
All this takes time. It takes lots of time. To be successful, a program must be generous in allocating adequate time for students to engage in the practices that will make them strong readers, and allow more time yet for the students who need more.

'Both and' Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom, Achieve the Core, p. 1.



Creating a Literacy Culture: How?

Establish a sense of urgency.



o O ° h .

Key Focus Areas	



Who will lead those areas?	



Where are your models?	



What are the critical moves?	



How will you tap into emotion	



How will you build habits?	

Creating a Literacy Culture: A few first steps



2014-15 Rutherford County School-
Goal:75% of 2nd grade reading on grade level

2015-16 Winter



What leader actions are necessary to support teachers to get students ready?



What is your plan? When do you begin?

Alice came to a fork in the road.
"Which road do I take?" she asked.
"Where do you want to go?" responded the Cheshire cat.
"I don't know," Alice answered.
"Then," said the cat, "it doesn't matter."

TN

3-2-1 reflection

3

What three things did you learn that will impact your practices as a leader?

2

What two ideas do you need to discuss with teacher leaders in your building?

1

What one idea do you need to share with another leader?





Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork



Bridge to Practice

The Bridge to Practice will ask you to complete an in-depth action plan. (Detailed reminders will be emailed in May).

Please return to your district and work with your leadership team to complete your literacy action plan in preparation for course four.

This activity will be a part of our opening for Course Four and is an opportunity for you to extend the learning from Course Three into your current leadership practices.



[Survey Link](#)

Survey

- To receive TASL credit, you must complete the survey.
- Your survey link is:
<https://www.questionpro.com/t/ALbGhZUd2d>

Your facilitator names were:

- It is also in your **digital packet**.
- Your survey information and your name are separated by our surveying software and ensure that your survey responses are anonymous.

The logo consists of the letters "TN" in white, bold, sans-serif font, centered within a red square. A thin blue horizontal line is positioned directly below the red square.