

Class Three - Content Literacy Leadership (Secondary)

Tennessee Department of Education | Spring 2016



Integrated Leadership Course III Agenda

	Key Framing Questions For Course Series	Content Focus
8:00 AM-8:30 AM	Welcome and “Are we ready for literacy?”	<ul style="list-style-type: none"> • Outline for the Day • Prepared to Ready • Leader Actions
8:30 AM-9:45 AM	What should content literacy classrooms look like?	<ul style="list-style-type: none"> • ELA • Social Studies • Science • Math • Literacy Walk
9:45 AM-10:00 AM	BREAK	
10:00 AM-11:45AM	What could content literacy classrooms look like?	<ul style="list-style-type: none"> • Instruction and Assessment Alignment • Readiness Data • Using the Data to Plan Instruction
11:45 AM-1:00 PM	LUNCH	
1:00 PM-2:30 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
2:30 PM -2:45 PM	BREAK	
2:45 PM-3:45 PM	What does it take to create a Literacy Culture at your school?	<ul style="list-style-type: none"> • ACT and Literacy • Switch • Goal Setting • Urgency
3:45PM-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



Content Literacy Leadership Course

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.



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

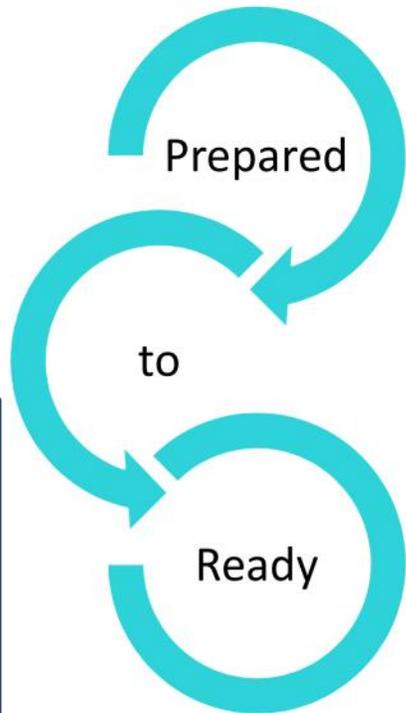
Note: You received the Digital Quick Start Guide in your final logistics email.



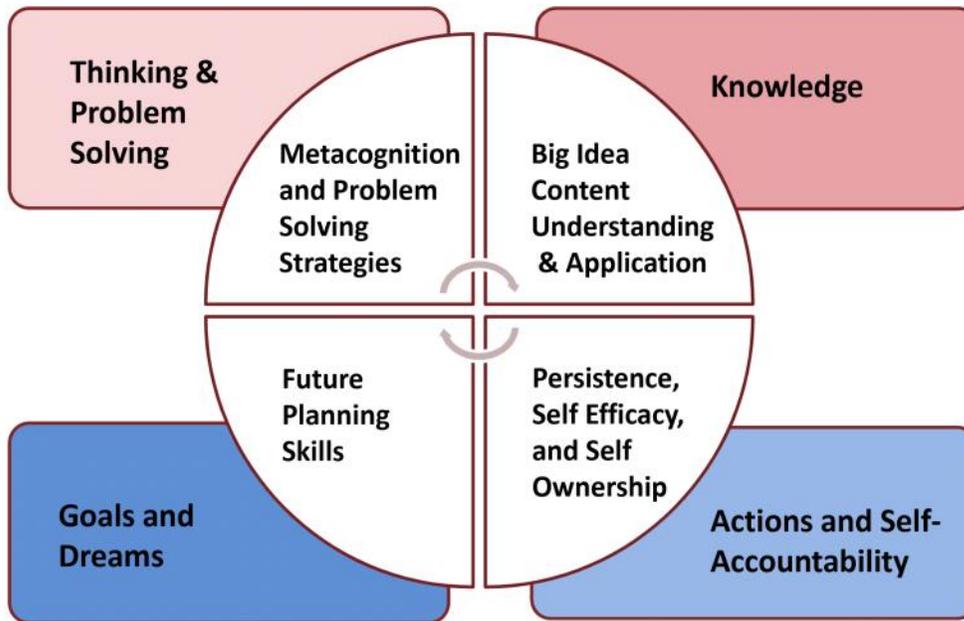
[TDOE Leadership Training Web page](#)

What is a ready student?

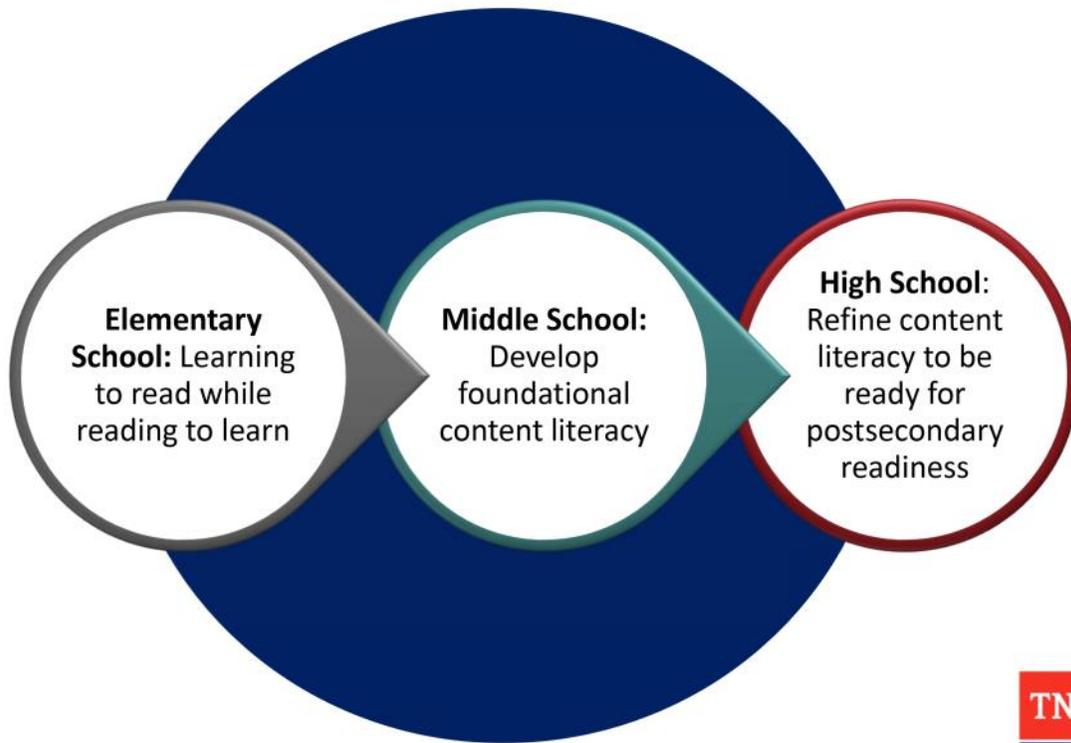
Literacy is a multi-faceted, complex relationship of interrelated skills. The **ultimate goal** of literacy instruction is for students to become proficient readers and writers.



Components of a Content Literacy Classroom



Literacy Transitions



What is the difference between reading and writing and meaning making and written expression of understanding?

Middle School	High School



What does ACT ask our students to do?

*"The biggest differentiator of success for our students on the ACT, is **the ability to read complex text proficiently**. We know that the majority of passages on the ACT are nonfiction/informational texts. Because of this, we need to **further develop the literacy skills in our students to access all types of texts**. Strong reading, fluency, comprehension, and stamina should be encompassed in our classrooms every day. **It is only when our students are strong readers will we be able to see significant movement in our state's ACT average**, signaling that Tennessee students are ready for the challenges of college and the workforce."*

-Commissioner Candice McQueen





ACT Connections

Tennessee Academic Standards
and ACT Subtests

Content & Assessment Design | February 2016



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Introduction

The department's five-year strategic plan, [Tennessee Succeeds](#), lays out the state's goal to have an average ACT composite score of 21 by 2020. The desire to raise Tennessee's ACT average is rooted in improving postsecondary and career readiness for all Tennessee students. In order to reach that target, preparation begins much earlier than high school—in fact, **all grade levels play an important part in ensuring college readiness.**

This document is a snapshot of the skills students must have in order to reach the goal of 21 on the ACT by 2020. The document also highlights some of the many connections between ACT expectations and Tennessee Academic Standards.

After the general FAQs (pp. 4–7), the majority of this document is organized in the sequence of the ACT subtests.

Notes

- TNReady measures student progress annually while ACT results are a critical benchmark to measure college and career readiness.
- The ACT consists of four multiple-choice subtests: English, mathematics, reading, and science.
- The development of skills necessary to be successful on the ACT extends across grade levels.
- This document is not about “test prep;” it is about the progression of learning across grade levels and the connections between Tennessee expectations for what students should know in each subject each year and ACT expectations for what students should know by the end of high school.
- This document highlights some of the connections between Tennessee's academic standards and the ACT assessment, but it is not an exhaustive document.

Frequently Asked Questions

TNReady & ACT Alignment

1. What is the purpose or goal of the ACT?

The ACT is a nationally recognized benchmark assessment for college and career readiness that provides a snapshot of a student's K-12 academic career. ACT assesses students' cumulative knowledge from grades K-12 while end of year tests, like TNReady, assess content in specific grades and subjects more deeply. By taking the ACT, students gain valuable information on their readiness for postsecondary and the workforce. A student's ACT results can be used for the following:

- Admission to postsecondary education
- Opportunities for scholarships (e.g., HOPE scholarship, ASPIRE award, etc.)
- Placement into college courses
- Prediction of postsecondary success

2. What is the purpose or goal of TNReady?

TNReady will assess and provide information on a student's mastery of the Tennessee academic standards in English language arts and mathematics at each grade level. Because TNReady is specific to a grade and subject, the test will deeply assess a student's content knowledge in each subject. This assessment is designed to provide educators, parents, and students with a clear picture of our students' progress toward college and career readiness by measuring students' understanding of problem-solving abilities, not just basic memorization skills.

3. Why does improving ACT scores matter?

The department's five-year strategic plan, [Tennessee Succeeds](#), lays out the state's goal to have an average ACT composite score of 21 by 2020. The desire to raise Tennessee's ACT average is rooted in improving postsecondary and career readiness for *all* Tennessee students. This goal reflects the reality that Tennessee students will enter a workforce that requires some type of postsecondary training. With a score of 21, students are predicted to be more successful in both college and career. Allowing our students an opportunity to take the ACT within the school day removes a college entrance barrier for many of our students.

4. How are the ACT and TNReady designed differently?

TNReady is comprised of math and English language arts tests. These tests are taken in two parts on separate days throughout the course. Questions are designed in multiple formats (i.e., technology-enhanced items, multiple-select items, writing, and evidence-enhanced selected-response items), allowing students to demonstrate their depth of knowledge and conceptual understanding of grade-level or course-level concepts.

The ACT is a *survey assessment* that consists of four, multiple-choice tests. The four, multiple-choice tests include English, reading, mathematics and science reasoning. The ACT provides a culminating view of a student's entire academic career and predicts college readiness.

The table on the next page provides a side-by-side comparison for each subject areas.

Subject	ACT	TNReady
Math	<p>ACT measures how quickly and accurately a student can recall a wide variety of surface-level math skills that have been taught over a student's entire academic career. Questions are multiple choice and designed to assess specific mathematical skills. This is a 60-question, 60-minute test designed to assess math skills students have typically acquired in courses taken up to the beginning of grade 12. In Tennessee, a few standards from the fourth-grade math courses are on the ACT. Students may use a calculator on the entire math portion of the ACT.</p>	<p>TNReady is designed to measure how deeply students have mastered the math content taught in a single academic school year. It is a measure of mastery of a small portion of the math continuum a student needs during his/her scholastic career. Questions are designed in multiple formats to allow demonstration of conceptual understanding and to provide an opportunity for students to show their deep understanding of grade-level mathematical concepts. There are <i>calculator-permitted</i> sections and <i>calculator-prohibited</i> sections on TNReady.</p>
English	<p>For the English section, students have 45 minutes to answer 75 questions, including usage/mechanics (punctuation, grammar and usage, sentence structure) and rhetorical skills (strategy, organization, and style).</p>	<p>Part I is a writing subtest. Part II includes not only traditional multiple-choice questions, but also technology-enhanced items, multiple-select items, and evidence-based selected-response items, allowing for great depth of thought. On TNReady, students have 75 minutes to read several complex passages and answer 45-55 operational items.</p>
Reading	<p>For the reading section, students have 35 minutes to read four complex passages and answer 40 questions. The reading test is made up of four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula. Passages are on topics in social studies, natural sciences, literary narrative (including prose fiction), and the humanities (fine arts, philosophy).</p>	

Subject	ACT	TNReady
Science	The science subtest of the ACT does not assess specific understanding or comprehension of scientific topics (i.e., biology, chemistry, physics). Instead, the ACT aims to measure a student’s ability to solve problems and interpret information under strict time constraints as a proxy for scientific reasoning. The test presents several sets of scientific information, each followed by a number of multiple-choice test questions, including data representation, research summaries, and conflicting viewpoints. This subtest has 40 questions in 35 minutes.	Students take a timed, multiple-choice, paper assessment that measures grade- and course-specific Tennessee academic standards in science.

5. How are the ACT and TNReady aligned?

Each test assesses a unique set of standards. While these standards overlap in places, the ACT assesses skills and knowledge from a student’s full educational career while TNReady assesses a singular grade or course in math and English language arts.

6. Are the state standards aligned to ACT expectations?

Tennessee’s academic standards are aligned to the ACT, ensuring that students who show strong growth and achievement on TNReady will also be well prepared to meet the college- and career-readiness benchmarks on the ACT.

Math:

Mastery of the Tennessee academic standards in math prepares a student to be successful on the ACT assessment. Of the approximate 180 ACT math standards, all are addressed in Tennessee’s K-12 mathematics standards. The expectation for the ACT math assessment is that students should be able to quickly answer a wide variety of surface-level math questions very accurately. By stressing conceptual understanding at all levels, the Tennessee math standards prepare students to not only master this wide array of math, but also the standards are designed so that students must retain knowledge year to year.

English language arts:

The skills of the ACT English and reading extend across grade levels; however, the biggest differentiator of success is the ability to read complex text proficiently. The Tennessee academic standards call for students to have regular practice with complex text. Three of the four passages students read on the ACT reading subtest are nonfiction/informational text. This does not mean that 75 percent of teachers’ instructional time is spent on nonfiction/informational text. It *does* mean that students should read a range of nonfiction/informational text from the natural sciences, social sciences, and humanities throughout the school year.

7. Can we use TNReady to compute ACT score projections?

Currently, our TVAAS system uses a student's historical TCAP performance to project his or her ACT composite scale score. These projections are used in calculating a growth score for ACT performance at the school level. Similarly, the TVAAS model will incorporate student performance on TNReady to calculate ACT projections and ACT growth scores.

In 2015-16, we will have students completing TNReady, as well as EXPLORE, PLAN, and ACT. We will use student ACT/EXPLORE/PLAN scores to complete a study to determine how TNReady performance relates to the probability of reaching the ACT benchmark score in grades 8,10, and 11.

8. Why do we need both the ACT and TNReady?

TNReady assesses a student's deep understanding of Tennessee academic standards, whereas the ACT holistically measures a student's college and career readiness based on a host of interrelated and/or comprehensive standards. Because of this, TNReady is necessary to measure mastery of more specific skills related to a specific grade level and subject as a means to measure progress, guide instruction, provide information for course/grade placement, and provide appropriate remediation/enrichment opportunities for students.

9. How should I be preparing my students for both the ACT and TNReady in the limited time I have?

While the types of questions on the ACT differ from the types of questions on TNReady, the content is very similar. Teachers can prepare students for both TNReady and the ACT by implementing high-quality instruction every day. Strong, student-centered instruction that is aligned to the Tennessee academic standards is strong preparation for both TNReady and the ACT. While students will benefit from regular practice and familiarity with the format of the ACT exam, the skills that they need to do well (strong reading fluency, comprehension, and stamina; strong critical thinking and analytical skills in math, including algebra and geometry) are encompassed in both assessments. Though the content is not fundamentally different, the tests are structured differently; TNReady tests depth, the ACT tests breadth.

English and math ACT questions are based on skills and standards taught from elementary school through high school. This means that students who have a strong foundation in math and reading and who consistently perform well on TNReady will use the same skills to perform well on the ACT. Additionally, all academic areas have a crucial part to play in preparing students for ACT success. Science and social studies teachers at all grade levels should be preparing students to read text in their content areas.

Math and English language arts teachers at all levels should be aware of ACT benchmarks that are addressed within their grade level, some as early as the third grade. The key to preparing students for both assessments is an initial understanding of the differences in both format and purpose of these two exams and strategically integrating the differences, while teaching the Tennessee academic standards.

ACT English Subtest

Connections with Tennessee Academic Standards

Frequently Asked Questions

1. *What determines student success on the ACT English test?*

The skills of the ACT extend across grade levels; **however, the biggest differentiator of success is the ability to read complex text proficiently.** Therefore, when we say students will attain a score of 21 or higher, we are really saying that we are committing to presenting students appropriately-complex informational and literary texts at each grade level. The work that happens in early grades impacts the work in upper grades.

2. *Did you know that the ACT has separate sections for English and Reading?*

The ACT assesses English and reading separately. While the reading portion of the ACT blends text from four major subjects, the English section also consists of five essays or passages, each of which is accompanied by a sequence of multiple choice questions. Spelling, vocabulary, and rote recall rules of grammar are not tested.

3. *Did you know the ACT English test covers two major topics and six separate skills?*

The English test is a 45-minute test with 75 questions that cover *Usage/Mechanics* (i.e., punctuation, grammar and usage, and sentence structure) and *Rhetorical Skills* (i.e., strategy, organization, and style).

4. *Is it too early to begin preparing kids for the ACT English test in elementary school?*

Early grades are incredibly important to a student’s academic journey. In the early grades, students practice stamina, persistence, fortitude—all key qualities for success on the ACT and beyond. Students learn how language works and begin building critical thinking skills. This document is not about “test prep;” it is about building upon a foundation to achieve success by grades 11–12.

Please note: This document is intended to highlight connections between Tennessee’s Academic Standards and the ACT English test, but it is not an exhaustive document that details every connection.

Grades 3–5, English

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 3–5?
<p>Punctuation</p> <p>Questions in this category test students' knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, indicating appositives)</p>	<ul style="list-style-type: none"> • Determine the need for punctuation or conjunctions to join simple clauses. • Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses. • Form the past tense and past participle of irregular but commonly used verbs. • Determine whether an adjective form or an adverb form is called for in a given situation. • Ensure straightforward subject-verb agreement. • Ensure straightforward pronoun-antecedent agreement. • Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>). • Delete commas that create basic sense problems (e.g., between verb and direct object). 	<p>L.3.1f Ensure subject-verb agreement and pronoun-antecedent agreement.</p> <p>L.3.1e Form and use the simple (i.e., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.</p> <p>L.4.1g Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>; <i>there</i>, <i>their</i>).</p> <p>L.4.1f Produce correct sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<ul style="list-style-type: none"> • When reading, highlight the author's correct use of agreement, verb tense, adverbs and adjectives. • When writing, focus on revising for consistent verb tense in writers' workshop. • Rewrite a short piece in different tenses—for example, rewrite a piece in present tense in past or future tense and discuss the difference in the message. • Play grammar games that practice homonyms. • Focus student feedback on agreement errors at points in the year. • During an editing workshop, have students look for errors in agreement, verb tense, run-ons or fragments.
<p>Grammar and Usage</p> <p>Questions in this category test students' understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.</p>			
<p>Sentence Structure</p> <p>Questions in this category test students' understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.</p>			

Grades 3–5, English (continued)

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 3–5?
<p>Strategy Questions in this category test how well students develop a given topic by choosing expressions appropriate to an essay’s audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.</p>	<ul style="list-style-type: none"> • Delete material because it is obviously irrelevant in terms of the topic of the essay. • Determine whether a simple essay has met a straightforward goal. • Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude). • Determine relevance of material in terms of the focus of the paragraph. • Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i>). 	<p>L.3.3a Choose words and phrases for effect. L.4.3a Choose words and phrases to convey ideas precisely. L.4.3b Choose punctuation for effect. L.5.3a Expand, combine and reduce sentences for meaning, reader/listener interest, and style. W.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> • Take a master essay or paragraph and cut it into paragraphs or sentences. Have students work in teams to organize the essay or paragraph logically. • Give students a paragraph with one sentence omitted. Provide the omitted sentence separately. Have students work in pairs to determine where to best place the omitted sentence.
<p>Organization Questions in this category test how well students organize ideas and choose effective opening, transitional, and closing sentences.</p>	<ul style="list-style-type: none"> • Determine the most logical place for a sentence in a paragraph. • Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first, afterward, in response</i>). 		<ul style="list-style-type: none"> • Discuss how the tone of a sentence changes when end punctuation changes.
<p>Style Questions in this category test how well students chose precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronouns references, wordiness, and redundancy.</p>	<ul style="list-style-type: none"> • Determine the most logical place for a sentence in a straightforward essay. • Rearrange the sentences in a straightforward paragraph for the sake of logic. • Revise vague, clumsy and confusing writing that creates obvious logic problems. 		<ul style="list-style-type: none"> • Practice revision techniques like sentence expanding, depth charging, or <i>explode a moment</i>. • When students are planning to write, teach them to think very early on about purpose and audience.

Grades 6–8, English

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 6–8?
<p>Punctuation</p> <p>Questions in this category test students' knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, indicating appositives).</p>	<ul style="list-style-type: none"> • Determine the need for punctuation or conjunctions to join simple clauses. • Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses. 	<p>L.3.1f ensure subject-verb agreement and pronoun-antecedent agreement.*</p> <p>L.4.1g correctly use frequently confused words (e.g., to, too; there, their).*</p> <p>L.4.1f Produce correct sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1b Choose among simple, compound, complex and compound-complex sentences to signal differing relationships between ideas.</p> <p>L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.8.1b Form and use verbs in the active and passive voice.</p> <p>L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> • When reading, discuss the author's correct use of agreement, verb tense, adverbs and adjectives. • When writing, focus on revising for consistent verb tense in writers' workshop. • Rewrite a short piece in different tenses—for example, rewrite a piece in present tense in past or future tense and discuss the difference in the message. • Focus student feedback on agreement errors at points in the year. • During an editing workshop, have students look for errors in agreement, verb tense, run-ons or fragments. • Read pieces with inappropriate shifts in verbs and discuss the impact on the reader. Revise back to appropriate verb tense.
<p>Grammar and Usage</p> <p>Questions in this category test students' understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.</p>	<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered. • Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism with a simple series of verbs). • Form the past tense and past participle of irregular but commonly used verbs. • Determine whether an adjective form or an adverb form is called for in a given situation. 	<p>L.7.1b Choose among simple, compound, complex and compound-complex sentences to signal differing relationships between ideas.</p> <p>L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.8.1b Form and use verbs in the active and passive voice.</p> <p>L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> • Focus student feedback on agreement errors at points in the year. • During an editing workshop, have students look for errors in agreement, verb tense, run-ons or fragments. • Read pieces with inappropriate shifts in verbs and discuss the impact on the reader. Revise back to appropriate verb tense.
<p>Sentence Structure</p> <p>Questions in this category test students' understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.</p>	<ul style="list-style-type: none"> • Ensure straightforward subject-verb agreement. • Ensure straightforward pronoun-antecedent agreement. • Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>). • Delete commas that create basic sense problems (e.g., between verb and direct object). • Use commas to set off simple parenthetical element. 	<p>L.7.1b Choose among simple, compound, complex and compound-complex sentences to signal differing relationships between ideas.</p> <p>L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.8.1b Form and use verbs in the active and passive voice.</p> <p>L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> • Focus student feedback on agreement errors at points in the year. • During an editing workshop, have students look for errors in agreement, verb tense, run-ons or fragments. • Read pieces with inappropriate shifts in verbs and discuss the impact on the reader. Revise back to appropriate verb tense.

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

Grades 6–8, English (continued)

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 6–8?			
<p>Strategy</p> <p>Questions in this category test how well students develop a given topic by choosing expressions appropriate to an essay’s audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.</p>	<ul style="list-style-type: none"> • Delete material because it is obviously irrelevant in terms of the topic of the essay. • Determine whether a simple essay has met a straightforward goal. • Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude). • Determine relevance of material in terms of the focus of the paragraph. • Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i>). • Determine the most logical place for a sentence in a paragraph. • Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first, afterward, in response</i>). • Determine the most logical place for a sentence in a straightforward essay. • Rearrange the sentences in a straightforward paragraph for the sake of logic. • Revise vague, clumsy and confusing writing that creates obvious logic problems. 	<p>L.3.3a Choose words and phrases for effect.*</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.*</p> <p>L.4.3b Choose punctuation for effect.*</p> <p>L.5.3a Expand, combine and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3b Maintain consistency in style and tone.*</p> <p>L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.8.3a Use verbs in the active and passive mood and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>W.3-5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> • Take a master essay or paragraph and cut it into paragraphs or sentences. Have students work in teams to organize the essay or paragraph logically. • Give students a paragraph with one sentence omitted. Provide the omitted sentence separately. Have students work in pairs to determine where to best place the omitted sentence. • Discuss how the tone of a sentence changes when end punctuation changes. • Practice revision techniques like sentence expanding, depth charging, or <i>explode a moment</i>. • When students are planning to write, teach them to think very early on about purpose and audience. • Have students discuss the author’s purpose and audience when reading text. • Have students identify their own audience and purpose when reading, and write with a tone that fits the audience and purpose. 			
<p>Organization</p> <p>Questions in this category test how well students organize ideas and choose effective opening, transitional, and closing sentences.</p>						
<p>Style</p> <p>Questions in this category test how well students chose precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronouns references, wordiness, and redundancy.</p>						

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

Grades 9–12, English

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 9–12?
<p>Punctuation Questions in this category test students' knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, indicating appositives).</p>	<ul style="list-style-type: none"> Determine the need for punctuation or conjunctions to join simple clauses. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses. 	<p>L.3.1f ensure subject-verb agreement and pronoun-antecedent agreement.* L.4.1g correctly use frequently confused words (e.g., to, too; there, their).* L.4.1f Produce correct sentences, recognizing and correcting inappropriate fragments and run-ons.* L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b Choose among simple, compound, complex and compound-complex sentences to signal differing relationships between ideas. L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.8.1b Form and use verbs in the active and passive voice. L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1d Recognize and correct inappropriate shifts in verb voice and mood. L.9-10.1a Use parallel structure.* L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> When reading, discuss the author's correct use of agreement, verb tense, adverbs and adjectives. When writing, focus on revising for consistent verb tense in writers' workshop. Rewrite a short piece in different tenses—for example, rewrite a piece in present tense in past or future tense and discuss the difference in the message. Focus student feedback on editing subject/verb or pronoun/antecedent agreement errors. During an editing workshop, have students look for errors in agreement, verb tense, run-ons or fragments in each other's writing. Read pieces with inappropriate shifts in verbs and discuss the impact on the reader. Revise back to appropriate verb tense.
<p>Grammar and Usage Questions in this category test students' understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.</p>	<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism with a simple series of verbs). Form the past tense and past participle of irregular but commonly used verbs. Determine whether an adjective form or an adverb form is called for in a given situation. Ensure straightforward subject-verb agreement. Ensure straightforward pronoun-antecedent agreement. Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>). Delete commas that create basic problems (e.g., between verb and direct object). Use commas to set off simple parenthetical elements. 	<p>(continued on next page)</p>	<p>(continued on next page)</p>
<p>Sentence Structure Questions in this category test students' understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.</p>	<p>(continued on next page)</p>	<p>(continued on next page)</p>	<p>(continued on next page)</p>

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

Grades 9–12, English (continued)

Category	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 9–12?
<i>*Continued from previous page</i>	<ul style="list-style-type: none"> Recognize and correct subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses). Use the appropriate word in less-common confused pairs (e.g., <i>allude</i> and <i>elude</i>). Use a semicolon to link closely related independent clauses. 	L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
<p>Strategy Questions in this category test how well students develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.</p>	<ul style="list-style-type: none"> Delete material because it is obviously irrelevant in terms of the topic of the essay. Determine whether a simple essay has met a straightforward goal. Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude). Determine relevance of material in terms of the focus of the paragraph. Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i>). Determine the most logical place for a sentence in a paragraph. Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first, afterward, in response</i>). Determine the most logical place for a sentence in a straightforward essay. Rearrange the sentences in a straightforward paragraph for the sake of logic. Revise vague, clumsy and confusing writing that creates obvious logic problems. 	<p>L.3.3a Choose words and phrases for effect.*</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.*</p> <p>L.4.3b Choose punctuation for effect.*</p> <p>L.5.3a Expand, combine and reduce sentences for meaning, reader/listener interest, and style. (continued on next page)</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3b Maintain consistency in style and tone.*</p> <p>L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.8.3a Use verbs in the active and passive mood and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> Take a master essay or paragraph and cut it into paragraphs or sentences. Have students work in teams to organize the essay or paragraph logically. Give students a paragraph with one sentence omitted. Provide the omitted sentence separately. Have students work in pairs to determine where to best place the omitted sentence. Discuss how the tone of a sentence changes when end punctuation changes. Practice revision techniques like sentence expanding, depth charging, or <i>explode a moment</i>. When students are planning to write, teach them to think very early on about purpose and audience. Have students discuss the author's purpose and audience when reading text. Have students identify their own audience and purpose when reading, and write with a tone that fits the audience and purpose.
<p>Organization Questions in this category test how well students organize ideas and choose effective opening, transitional, and closing sentences.</p>			
<p>Style Questions in this category test how well students chose precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronouns references, wordiness, and redundancy.</p>			

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

ACT Mathematics Subtest

Connections with Tennessee Academic Standards

Frequently Asked Questions

1. What determines student success on the ACT mathematics subtest?

The mathematics assessed on the ACT extends across all grade levels. The ACT College and Career Readiness Standards for mathematics are a combination of skills taught beginning as early as grade 2 and extending through a student's fourth year high school mathematics course. In order for a student to attain a 21 or higher, the student needs instruction focused on developing a content-rich, conceptual understanding of mathematics at all grade levels. Students need to develop an understanding of the following:

- *which* math ideas are most important, and *why* they are important
- *which* ideas are useful in a particular context for problem solving
- *why and how* certain key ideas aid in problem solving, which reminds us of the systematic progression of math
- *how and why* an idea or procedure is mathematically defensible
- *how* to flexibly adapt previous experience to new transfer problems.

2. When should we begin preparing students for the Math ACT?

The mathematics ACT questions are based on skills and standards taught from elementary school through high school. This means that students who have a strong foundation in mathematics and who consistently perform well in each grade level will use the same skills to perform well on the ACT. Therefore, all academic grades have a crucial part to play in preparing students for ACT mathematics success.

3. Did you know that the math ACT is a timed test?

The ACT mathematics test is a 60-minute test with 60 questions that are designed to assess the mathematical skills students have acquired across the entirety of their mathematical academic career. The test presents multiple-choice questions that require a student to use reasoning skills to solve practical problems in mathematics. In preparation for the ACT mathematics test, it is essential to have general knowledge of the foundational math formulas and be able to demonstrate computational skills. The ACT mathematics test does not require recall of complex formulas or extensive computation.

Please note: This document is intended to highlight connections between Tennessee's Academic Standards and the ACT mathematics test, but it is not an exhaustive document that details every connection.

Big Picture of Tennessee Math Concepts, K–12

Mathematics is broken into domains, which are the buckets of main concepts that students learn over the course of time. As previously mentioned, success on the ACT is dependent upon the **entirety of a student’s mathematics career from elementary school through high school**. The following chart shows how the domains within the current Tennessee academic standards in mathematics build on one another. When you read the chart vertically, you will see which math domains students are learning each year. When you read the chart horizontally, you will see how the math domains build on one another across a student’s academic career.

The domains of Tennessee math standards build on each other over time. This chart shows the progression of learning from kindergarten through high school.

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Geometry →									Geometry
Measurement & Data →						Statistics & Probability →			Statistics & Probability
Number & Operations in Base Ten →						The Number System →			Number & Quantity
Operations in Algebraic Thinking →						Expressions & Equations →			Algebra
Counting & Cardinality →			Numbers & Operations— Fractions →			Ratios & Proportional Relationships →	Functions →		Functions

The domains of the ACT College and Career Readiness Standards for math are similar to the domains of the Tennessee math standards: geometry, statistics and probability, number and quantity, algebra, and functions. Standards unique to ACT are assigned to each domain and can be found here: <http://www.act.org/standard/planact/pdf/MathStandards.pdf>.

Side-by-Side Example: Number and Quantity Domain

Connectivity Between ACT Standards and TN Standards in Math

Multiple Tennessee academic standards are embedded within a single ACT Readiness Standard for mathematics. The following chart highlights a small, representative sample of connections between selected ACT Readiness Standards and the Tennessee Academic Standards in the **Number and Quantity domain**. This is for illustrative purposes only, as students should be consistently exposed to all of the Tennessee Academic Standards to be successful on the ACT mathematics test.

This example illustrates how the ACT mathematics subtest assesses the entirety of a student’s academic career in mathematics. Even though students take the ACT in high school, if building blocks are left out—even in the early grades—students are less prepared to be successful on this important measure of college and career readiness.

ACT Readiness Standards	Tennessee Academic Standards
<p>N 201. Perform one-operation computation with whole numbers and decimals</p>	<p>2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding</p> <p>5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm</p> <p>5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<p>N 202. Recognize equivalent fractions and fractions in lowest terms</p>	<p>3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>3.NF.A.3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>continued on the next page</p>

	<p>4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
<p>N 302. Identify a digit's place value</p>	<p>2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>4.NBT.A. Generalize place value understanding for multi-digit whole numbers.</p> <p>5.NBT.A. Understand the place value system.</p>
<p>N 404. Understand absolute value in terms of distance</p>	<p>6.NS.C.7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>6.NS.C.7d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p> <p>7.NS.A.1b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>
<p>N 603. Apply number properties involving positive/negative numbers</p>	<p>6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS.C.6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>7.NS.A.1a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>7.NS.A.1b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>7.NS.A.1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>7.NS.A.1d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7.NS.A.2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>7.NS.A.2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>7.NS.A.2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)</p>
<p>N 606. Multiply two complex numbers</p>	<p>N-CN.A.2. Algebra II: Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p>

Side-by-Side Example: Domain Comparison Chart

Connectivity Between Tennessee Math Domains and ACT Math Domains

Multiple Tennessee academic standards are embedded within a single ACT Readiness Standard for mathematics. The following chart shows the connection and overlap between the domains of the current Tennessee math standards and the domains of ACT Readiness Standards.

The navy blue areas indicate where Tennessee math standards overlap with ACT Readiness Standards within each domain.

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Geometry →									Geometry
			ACT Readiness Domain: Geometry						
Measurement & Data →						Statistics & Probability →			Statistics & Probability
						ACT Readiness Domain: Statistics & Probability			
Number & Operations in Base Ten →						The Number System →			Number & Quantity
		ACT Readiness Domain: Number and Quantity							
Operations in Algebraic Thinking →						Expressions & Equations →			Algebra
				ACT Readiness Domain: Algebra					
Counting & Cardinality			Numbers & Operations—Fractions →			Ratios & Proportional Relationships →	Functions →	Functions	
				ACT Readiness Domain: Functions					

ACT Reading Subtest

Connections with Tennessee Academic Standards

Frequently Asked Questions

1. *What determines student success on the ACT reading test?*

The **biggest differentiator of success is the ability to read complex text proficiently**. Therefore, when we say students will attain a score of 21 or higher, we are really saying that we are committing to presenting students with appropriately-complex informational and literary texts at each grade level. The work that happens in early grades impacts the work in upper grades.

2. *Did you know that three of the four passages students read on the ACT is on nonfiction/informational text?*

This does not mean that 75 percent of your instructional time is spent on nonfiction/informational text. It does mean that students should read a range of nonfiction/informational text from the natural sciences, social sciences, and humanities throughout the school year in all grades.

3. *Are students asked to bring prior knowledge to the ACT reading test?*

No, students are not asked to bring any prior knowledge of any specific subject to the reading portion of the ACT. Students are asked to read text independently and proficiently at grade level. In fact, much of the text on the ACT is complex and will require a close, careful reading in order to determine the correct answer.

4. *Is it necessary to prepare students for the ACT reading test?*

Students learn how to interact with complex texts in order to discern meaning, ask questions, make inferences, synthesize information, and create new ideas. This document is not about “test prep;” it is about building upon a strong foundation to achieve success by grades 11-12.

Please note: This document is intended to highlight connections between Tennessee’s Academic Standards and the ACT reading test, but it is not an exhaustive document that details every connection.

Grades 3–5, Reading

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 3–5?
<p>Social Sciences Questions are based on passages in anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology and sociology.</p>	<ul style="list-style-type: none"> Identify a clear main idea or purpose of any paragraph or paragraphs in challenging passages. Identify clear main ideas or purposes of complex passages or their paragraphs. Summarize events and ideas in virtually any passage. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	<p>RI.3-5.1 Refer to details and examples from the text when drawing inferences from the text.</p> <p>RI.3-5.2 Determine the main idea of a text, explain how the main idea is supported by key details, and to summarize the text.</p> <p>RI.3-5.3 Explain events, procedures, or concepts in historical, scientific or technical texts by drawing on specific information in the text.</p> <p>RI.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in the text.</p> <p>RI.3-5.5 Describe the overall structure of the events, ideas, and information in the text.</p> <p>RI.3-5.7 Interpret information presented visually or orally from various sources and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.3-5.10 Read and comprehend informational texts.</p>	<ul style="list-style-type: none"> Read relevant and interesting text that is quantitatively and qualitatively complex about the social sciences, natural science, and humanities. Use text in science and social studies instruction. Build student knowledge through a deep exploration of one topic. Ask text-dependent questions that require a close, careful reading of the text. Ask students to find evidence in a text by paying attention to specific details in text that help develop the main idea. Help students build academic and Tier II vocabulary through an understanding of how to use context to discern meaning. Help students build Tier III vocabulary through word study and reading several texts on the same topic or idea. Use strategies and graphic organizers to provide a structure for students to generate a text-based summary.
<p>Natural Sciences Questions are based on passages in anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology and zoology.</p>	<ul style="list-style-type: none"> Use details from different sections of some complex informational passages to support a specific point or argument. Identify clear relationships between people, ideas in challenging passages. Use context to determine that appropriate meaning of virtually any word, phrase or statement in unchallenging and more complicated passages. Understand the subtleties in relationships between people, ideas, and concepts in more challenging passages. 		
<p>Humanities Questions are based on passages on architecture, art, dance, ethics, film, language, literary criticism, music, memoirs and personal essays.</p>			

Grades 3–5, Reading (continued)

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 3–5?
<p>Literary Narrative (includes prose fiction) Questions are based on passages from short stories, novels, memoirs, & personal essays.</p>	<ul style="list-style-type: none"> • Infer the main idea or purpose of straightforward paragraphs in literary narratives of varying complexity. • Summarize events and ideas in virtually any passage. • Understand the function of a part of a passage when the function is subtle or complex. • Determine the appropriate meaning of words, phrases, or statements from figurative contexts. • Make inferences about how details are used in a passage. • Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. • Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. 	<p>RL.3-5.2 Determine the theme of a story, drama, or poem with details from a text and to summarize the story.</p> <p>RL.3-5.3 Describe in depth a character, setting or event, by drawing on specific details in the text.</p> <p>RL.3-5.4 Determine the words and phrases as they are used in a text, including figurative language.</p> <p>RL.3-5.5 Explain how the series of chapters, scenes or stanzas fit together to provide the structure of a particular story, drama or poem.</p> <p>RL.3-5.6 Compare and contrast the point of view from which different stories are narrated.</p>	<ul style="list-style-type: none"> • Read relevant and interesting literary text (e.g., short stories, novels, memoirs, poems, and personal essays) that is quantitatively and qualitatively complex. • Use selections from literary nonfiction to supplement informational units: For instance, when studying U.S. History, read a chapter or selection from <i>Little House on the Prairie</i> by Laura Ingalls Wilder. • Ask students to visualize characters, settings or events and sketch relevant and challenging scenes with details from the text. • Provide examples of one event from two narrators with different points of view: For example, have students read the tradition Little Red Riding Hood story and compare it to <i>The True Story of the Three Little Pigs</i> by John Scieszka. • Work with students to build vocabulary and word knowledge through building an understanding of how to use context clues.

Grades 6-8, Reading

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 6–8?
<p>Social Sciences Questions are based on passages in anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology and sociology.</p>	<ul style="list-style-type: none"> Identify a clear main idea or purpose of any paragraph or paragraphs in challenging passages. Identify clear main ideas or purposes of complex passages or their paragraphs. Summarize events and ideas in virtually any passage. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	<p>RI.6-8.1 Support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6-8.2 Determine one or more central ideas in a text and analyze their development over the course of the text and provide an objective summary of the text.</p> <p>RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RI.6-8.4 Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the development of the ideas of the text.</p>	<ul style="list-style-type: none"> Read relevant and interesting text that is quantitatively and qualitatively complex about the social sciences, natural science, and humanities. Use text in science and social studies instruction. Build student knowledge through reading multiple texts on the same topic, and asking students to synthesize information across text.
<p>Natural Sciences Questions are based on passages in anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology and zoology.</p>	<ul style="list-style-type: none"> Use details from different sections of some complex informational passages to support a specific point or argument. Identify clear relationships between people, ideas in challenging passages. Use context to determine that appropriate meaning of virtually any word, phrase or statement in unchallenging and more complicated passages. Understand the subtleties in relationships between people, ideas, and concepts in more challenging passages. 	<p>RI.6-8.8 Trace and evaluate the argument and specific claims in a text.</p> <p>RI.6-8.10 Read and comprehend informational texts, including history/social studies, science and technical texts within the grade text complexity band proficiently, sometimes with scaffolding.</p>	<ul style="list-style-type: none"> Ask text-dependent questions that require a close, careful reading of the text. Ask students to find evidence in text by paying attention to specific details in text that help create the claim or central idea. Help students build academic and Tier II vocabulary through an understanding of how to use context to discern meaning. Help students build Tier II vocabulary through word study and reading several texts on the same topic or idea. Encourage active reading with text markers and annotations.
<p>Humanities Questions are based on passages on architecture, art, dance, ethics, film, language, literary criticism, music, memoirs and personal essays.</p>			

Grades 6-8, Reading (continued)

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 6–8?
<p>Literary Narrative (includes prose fiction) Questions are based on passages from short stories, novels, memoirs, & personal essays.</p>	<ul style="list-style-type: none"> • Infer the main idea or purpose of straightforward paragraphs in literary narratives of varying complexity. • Summarize events and ideas in virtually any passage. • Understand the function of a part of a passage when the function is subtle or complex. • Determine the appropriate meaning of words, phrases, or statements from figurative contexts. • Make inferences about how details are used in a passage. • Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. • Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. 	<p>RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of a text and to provide an objective summary of the text.</p> <p>RL.6-8.3 Analyze how particular elements of a story interact.</p> <p>RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>RL.6-8.5 Analyze how structure contribute to meaning.</p> <p>RL.6-8.6 Analyze how an author develops the point of view of the narrator in a text.</p>	<ul style="list-style-type: none"> • Read relevant and interesting literary text like short stories, novels, memoirs, poems, and personal essays text that are appropriately quantitatively and qualitatively complex. • Use selections from literary nonfiction to supplement informational units: For instance, when studying the Great Depression, include a chapter or excerpt from <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor. • Ask students to trace character development through literature by looking for specific places in the text that highlight how they change. • Provide examples of text where structure contributes to meaning: For example, have students read the graphic novel <i>Maus</i> by Art Spiegelman and contrast the structure and its impact on meaning to the diary entries in <i>The Diary of a Young Girl</i> by Anne Frank. • Work with students to build vocabulary and word knowledge by practicing using context clues to grow Tier II vocabulary.

Grades 9–12, Reading

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 9–12?
<p>Social Sciences Questions are based on passages in anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology and sociology.</p>	<ul style="list-style-type: none"> Identify a clear main idea or purpose of any paragraph or paragraphs in challenging passages. Identify clear main ideas or purposes of complex passages or their paragraphs. Summarize events and ideas in virtually any passage. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> Read relevant and interesting text that is quantitatively and qualitatively complex about the social sciences, natural science, and humanities. Use text in science and social studies instruction. Build student knowledge through reading multiple texts on the same topic, and asking students to synthesize information across text.
<p>Natural Sciences Questions are based on passages in anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology and zoology.</p>	<ul style="list-style-type: none"> Use details from different sections of some complex informational passages to support a specific point or argument. Identify clear relationships between people, ideas in challenging passages. Use context to determine that appropriate meaning of virtually any word, phrase or statement in unchallenging and more complicated passages. Understand the subtleties in relationships between people, ideas, and concepts in more challenging passages. 	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<ul style="list-style-type: none"> Ask text-dependent questions that require a close, careful reading of the text. Ask students to find evidence in a text by examining specific details in text that help create the claim or central idea. Help students build academic and Tier II vocabulary through an understanding of how to use context to discern meaning.
<p>Humanities Questions are based on passages on architecture, art, dance, ethics, film, language, literary criticism, music, memoirs and personal essays.</p>	<ul style="list-style-type: none"> Compare or combine data from a simple data presentation with data from a complex data presentation. 	<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.10 Read and comprehend informational texts, including history/social studies, science and technical texts within the grade text complexity band proficiently, sometimes with scaffolding as needed at the high end of the band.</p>	<ul style="list-style-type: none"> Help students build Tier II vocabulary. Use strategies and graphic organizers to provide a structure for students. Encourage active reading through the use of text markers and annotations. Encourage students to conduct research on topics of personal interest and that require reading of complex informational text.

Grades 9–12, Reading (continued)

ACT Reading Passage	ACT Readiness Standards: Snapshot of Expected Skills	Tennessee State Standards Snapshot of Expected Skills	What could this look like in practices in grades 9–12?
<p>Literary Narrative (includes prose fiction): Questions are based on passages from short stories, novels, memoirs, & personal essays.</p>	<ul style="list-style-type: none"> Infer the main idea or purpose of straightforward paragraphs in literary narratives of varying complexity. Summarize events and ideas in virtually any passage. Understand the function of a part of a passage when the function is subtle or complex. Determine the appropriate meaning of words, phrases, or statements from figurative contexts. Make inferences about how details are used in a passage. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. 	<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> Read relevant and interesting literary text like short stories, novels, memoirs, poems, and personal essays text that is appropriately quantitatively and qualitatively complex. Use selections from literary nonfiction to supplement informational units: For instance, when studying the Holocaust, include a chapter or excerpt from <i>The Book Thief</i> by Marcus Zusak. Ask students to trace character development through literature by looking for specific places in the text that highlight who the characters are and how they change. Provide examples of text that highlights cultural experiences outside the United States: For example, have students read the graphic novel <i>Things Fall Apart</i> by Chinua Achebe.

ACT Science Subtest

Connections with Tennessee Academic Standards

Frequently Asked Questions

1. What determines student success on the ACT science test?

Although basic content knowledge in biology, chemistry, physics, and earth science is recommended, advanced knowledge of the subject-specific content is not expected. Instead, the ACT science test measures a student's scientific reasoning abilities, such as analysis, interpretation, evaluation, and problem-solving under strict time conditions: 40 questions in 35 minutes.

2. Did you know that scientific information is presented in three distinct formats on the ACT science test?

The ACT science test consists of seven passages presented in one of the following formats:

- **Data Representation** (30-40%). This format includes graphics and tables for student analysis and interpretation. These questions measure a student's ability to read graphs, interpret scatterplots, and interpret information presented in tables.
- **Research Summaries** (45-55%). This format includes descriptions of one or more related experiments. These questions measure the student's ability to interpret experimental design and associated results.
- **Conflicting Viewpoints** (15-20%). This format presents alternative hypotheses expressed in response to incomplete data or differing views. These questions measure the student's ability to understand, analyze, and compare inconsistent viewpoints or hypotheses.

3. How can we support the development of scientific reasoning skills from grades K through 12?

Preparation begins with developing in our students critical thinking skills that enable them to interpret data, understand methodology used in complex experimental design, and evaluate both models and experimental results. The development of these skills is best fostered through consistent exposure to the process of science, both through inquiry and text, beginning in kindergarten. The instructional crosswalk beginning on the next page connects our current Tennessee Academic Standards with the science skills tested on the ACT and shares some suggestions for practice within each grade band. Preparing our students to meet or exceed the ACT College Readiness Benchmark is possible through **intentional, thoughtful and rigorous** teaching of our current K-12 science standards with particular **emphasis on science literacy and the embedded inquiry and technology and engineering standards.**

Please note: This document is intended to highlight connections between Tennessee's Academic Standards and the ACT science test, but it is not an exhaustive document that details every connection.

Grades K-5, Science

Category	ACT Readiness Standards in Science	Example(s) of Related Tennessee Science Standards	Suggestions for Practice in K-5
Interpretation of Data (IOD)	<p>IOD 201. Select one piece of data from a simple data presentation (e.g., a simple food web diagram).</p> <p>IOD 202. Identify basic features of a table, graph, or diagram (e.g. units of measurement).</p> <p>IOD 203. Find basic information in text that describes a simple data presentation.</p>	<p>GLE.Inq.3. Explain the data from an investigation.</p> <p>GLE.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p>	<ul style="list-style-type: none"> • Locate data in simple tables and graphs. • Become familiar with different types of graphs (e.g., line graphs, pie charts, bar graphs). • Become familiar with units of measurement commonly used in science.
Scientific Investigation (SIN)	<p>SIN 202. Understand the tools and functions of tools used in a simple experiment.*</p> <p>SIN 401. Understand a simple experimental design.</p>	<p>GLE.Inq.1 Observe the world of familiar objects using the senses and tools.</p> <p>GLE.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p>	<ul style="list-style-type: none"> • Observe experiments being performed and discuss what was done and why. • Design a procedure to investigate a specific research question.
Evaluation of Models, Inferences, and Experimental Results (EMI)	<p>EMI 201. Find basic information in a model (conceptual).*</p> <p>EMI 401. Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text.*</p>	<p>GLE.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p> <p>GLE.Inq.5 Recognize that people may interpret the same results in different ways.</p>	<ul style="list-style-type: none"> • Discuss what hypotheses and conclusion are and how they are different from each other. • Analyze data and conclusions from multiple investigations and text. • Discuss why scientists may have differing viewpoints or conclusions based on an incomplete data set.

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

Grades 6–8, Science

Category	ACT Readiness Standards in Science	Example(s) of Related Tennessee Science Standards	Suggestions for Practice in 6–8
Interpretation of Data (IOD)	<p>IOD 301. Select two or more pieces of data from a simple data presentation.</p> <p>IOD 304. Determine how the values of variables change as the value of another variable changes in a simple data presentation.</p>	<p>SPI.Inq.3 Interpret and translate data in a table, graph, or diagram.</p> <p>SPI.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.</p>	<ul style="list-style-type: none"> Examine line graphs to determine if they show a direct or inverse relationship between variables. Become familiar with scatterplots. Determine a simple mathematical relationship between two variables. Integrate scientific information from popular sources (e.g., newspapers, magazines, the internet) with that found in textbooks.
Scientific Investigation (SIN)	<p>SIN 201. Find the basic information in text that describes a simple experiment.</p> <p>SIN 301. Understand the methods used in a simple experiment.</p>	<p>GLE.Inq.1 Design and conduct open-ended scientific investigations.</p>	<ul style="list-style-type: none"> Perform several repetitions of an experiment to determine the reliability of results.
Evaluation of Models, Inferences, and Experimental Results (EMI)	<p>EMI 301. Identify implications in a model.</p> <p>EMI 302. Determine which models present certain basic information.</p> <p>EMI 401. Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text.*</p>	<p>SPI.Inq.5 Identify a faulty interpretation of data that is due to bias or experimental error.</p> <p>GLE.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p>	<ul style="list-style-type: none"> Evaluate whether the data produced by an experiment adequately supports a given conclusion. Compare and contrast two different models about a scientific phenomenon.

Skills marked with an asterisk () are particularly likely to require continued attention in the higher grades as they are applied to increasingly sophisticated and complex writing and speaking. These skills, while introduced in earlier grades, should continue to be taught and practiced.

Grades 9-12 (Biology I, Chemistry I, Physics)

Category	ACT Readiness Standards in Science	Example(s) of Related Tennessee Science Standards	Suggestions for Practice in 9-12
Interpretation of Data (IOD)	<p>IOD 401. Select data from a complex data presentation (e.g. phase diagram).</p> <p>IOD 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table).</p> <p>IOD 404. Perform a simple interpolation or simple extrapolation using data in a table or graph.</p>	<p>CLE.Inq.4 Apply qualitative and quantitative measures to analyze data and draw conclusions that are free of bias.</p> <p>SPI.Inq.4 Evaluate the accuracy and precision of data.</p>	<ul style="list-style-type: none"> Relate scientific information contained in written text to numerical data. Manipulate algebraic equations that represent data.
Scientific Investigation (SIN)	<p>SIN 402. Understand the methods used in a complex experiment.</p> <p>SIN 403. Identify a control in an experiment.</p> <p>SIN 404. Identify similarities and differences between experiments.</p>	<p>CLE.Inq.2 Design and conduct scientific investigations to explore new phenomena, verify previous results, test how well a theory predicts, and compare opposing theories.</p> <p>SPI.Inq.5 Defend a conclusion based on scientific evidence.</p>	<ul style="list-style-type: none"> Determine the hypothesis of an experiment that requires more than one step. Determine alternate methods of testing a hypothesis. Argue and defend the presentation of data through scientific reasoning and fact.
Evaluation of Models, Inferences, and Experimental Results (EMI)	<p>EMI 402. Identify key assumptions in a model.</p> <p>EMI 404. Identify similarities and differences between models.</p> <p>EMI 501. Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text.</p> <p>EMI 502. Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>SPI.Inq.6 Determine why a conclusion is free of bias.</p> <p>SPI.Inq.7 Compare conclusions that offer different, but acceptable explanations for the same set of experimental data.</p> <p>CLE.T/E.2 Differentiate among elements of the engineering design cycle: design constraints, model building, testing, evaluating, modifying, and retesting.</p>	<ul style="list-style-type: none"> Communicate the findings of an experiment and compare conclusions with peers. Formulate hypotheses, predictions, or conclusions by comparing and contrasting several different sets of data from different experiments. Evaluate the merits of a conclusion based on the analysis of several sets of data.
		<p style="text-align: center;">Example(s) of Related Tennessee Science Standards—Physics ONLY</p> <p>SPI 3231.Inq.7 Determine if data supports or contradicts a hypothesis or a conclusion</p> <p>SPI 3231.Inq.14 Suggest alternative explanations for the same set of observations.</p> <p>SPI 3231.Inq. 15 Formulate and revise scientific explanations and models using logic and evidence.</p> <p>SPI 3231.T/E.2 Evaluate a protocol to determine the degree to which an engineering design process was successfully applied.</p>	

Why does improving ACT scores matter?

The desire to raise Tennessee's ACT average is rooted in **improving postsecondary and career readiness** for all Tennessee students. This goal reflects the reality that Tennessee students will enter a workforce that requires some type of postsecondary training. With **a score of 21**, students are **predicted to be more successful in both college and career**.

*ACT Connections: Tennessee Academic Standards and
ACT Subtests, p.7*



Frequently Asked Questions

TNReady & ACT Alignment

1. What is the purpose or goal of the ACT?

The ACT is a nationally recognized benchmark assessment for college and career readiness that provides a snapshot of a student's K-12 academic career. ACT assesses students' cumulative knowledge from grades K-12 while end of year tests, like TNReady, assess content in specific grades and subjects more deeply. By taking the ACT, students gain valuable information on their readiness for postsecondary and the workforce. A student's ACT results can be used for the following:

- Admission to postsecondary education
- Opportunities for scholarships (e.g., HOPE scholarship, ASPIRE award, etc.)
- Placement into college courses
- Prediction of postsecondary success

2. What is the purpose or goal of TNReady?

TNReady will assess and provide information on a student's mastery of the Tennessee academic standards in English language arts and mathematics at each grade level. Because TNReady is specific to a grade and subject, the test will deeply assess a student's content knowledge in each subject. This assessment is designed to provide educators, parents, and students with a clear picture of our students' progress toward college and career readiness by measuring students' understanding of problem-solving abilities, not just basic memorization skills.

3. Why does improving ACT scores matter?

The department's five-year strategic plan, [Tennessee Succeeds](#), lays out the state's goal to have an average ACT composite score of 21 by 2020. The desire to raise Tennessee's ACT average is rooted in improving postsecondary and career readiness for *all* Tennessee students. This goal reflects the reality that Tennessee students will enter a workforce that requires some type of postsecondary training. With a score of 21, students are predicted to be more successful in both college and career. Allowing our students an opportunity to take the ACT within the school day removes a college entrance barrier for many of our students.

4. How are the ACT and TNReady designed differently?

TNReady is comprised of math and English language arts tests. These tests are taken in two parts on separate days throughout the course. Questions are designed in multiple formats (i.e., technology-enhanced items, multiple-select items, writing, and evidence-enhanced selected-response items), allowing students to demonstrate their depth of knowledge and conceptual understanding of grade-level or course-level concepts.

The ACT is a *survey assessment* that consists of four, multiple-choice tests. The four, multiple-choice tests include English, reading, mathematics and science reasoning. The ACT provides a culminating view of a student's entire academic career and predicts college readiness.

The table on the next page provides a side-by-side comparison for each subject areas.

Subject	ACT	TNReady
Math	ACT measures how quickly and accurately a student can recall a wide variety of surface-level math skills that have been taught over a student's entire academic career. Questions are multiple choice and designed to assess specific mathematical skills. This is a 60-question, 60-minute test designed to assess math skills students have typically acquired in courses taken up to the beginning of grade 12. In Tennessee, a few standards from the fourth-grade math courses are on the ACT. Students may use a calculator on the entire math portion of the ACT.	TNReady is designed to measure how deeply students have mastered the math content taught in a single academic school year. It is a measure of mastery of a small portion of the math continuum a student needs during his/her scholastic career. Questions are designed in multiple formats to allow demonstration of conceptual understanding and to provide an opportunity for students to show their deep understanding of grade-level mathematical concepts. There are <i>calculator-permitted</i> sections and <i>calculator-prohibited</i> sections on TNReady.
English	For the English section, students have 45 minutes to answer 75 questions, including usage/mechanics (punctuation, grammar and usage, sentence structure) and rhetorical skills (strategy, organization, and style).	Part I is a writing subtest. Part II includes not only traditional multiple-choice questions, but also technology-enhanced items, multiple-select items, and evidence-based selected-response items, allowing for great depth of thought. On TNReady, students have 75 minutes to read several complex
Reading	For the reading section, students have 35 minutes to read four complex passages and answer 40 questions. The reading test is made up of four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula. Passages are on topics in social studies, natural sciences, literary narrative (including prose fiction), and the humanities (fine arts, philosophy).	passages and answer 45-55 operational items.

Science	The science subtest of the ACT does not assess specific understanding or comprehension of scientific topics (i.e., biology, chemistry, physics). Instead, the ACT aims to measure a student's ability to solve problems and interpret information under strict time constraints as a proxy for scientific reasoning. The test presents several sets of scientific information, each followed by a number of multiple-choice test questions, including data representation, research summaries, and conflicting viewpoints. This subtest has 40 questions in 35 minutes.	Students take a timed, multiple-choice, paper assessment that measures grade- and course- specific Tennessee academic standards in science.
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5. How are the ACT and TNReady aligned?

Each test assesses a unique set of standards. While these standards overlap in places, the ACT assesses skills and knowledge from a student's full educational career while TNReady assesses a singular grade or course in math and English language arts.

6. Are the state standards aligned to ACT expectations?

Tennessee's academic standards are aligned to the ACT, ensuring that students who show strong growth and achievement on TNReady will also be well prepared to meet the college- and career-readiness benchmarks on the ACT.

Math:

Mastery of the Tennessee academic standards in math prepares a student to be successful on the ACT assessment. Of the approximate 180 ACT math standards, all are addressed in Tennessee's K-12 mathematics standards. The expectation for the ACT math assessment is that students should be able to quickly answer a wide variety of surface-level math questions very accurately. By stressing conceptual understanding at all levels, the Tennessee math standards prepare students to not only master this wide array of math, but also the standards are designed so that students must retain knowledge year to year.

English language arts:

The skills of the ACT English and reading extend across grade levels; however, the biggest differentiator of success is the ability to read complex text proficiently. The Tennessee academic standards call for students to have regular practice with complex text. Three of the four passages students read on the ACT reading subtest are nonfiction/informational text. This does not mean that 75 percent of teachers' instructional time is spent on nonfiction/informational text. It *does* mean that students should read a range of nonfiction/informational text from the natural sciences, social sciences, and humanities throughout the school year.

7. Can we use TNReady to compute ACT score projections?

Currently, our TVAAS system uses a student's historical TCAP performance to project his or her ACT composite scale score. These projections are used in calculating a growth score for ACT performance at the school level. Similarly, the TVAAS model will incorporate student performance on TNReady to calculate ACT projections and ACT growth scores.

In 2015-16, we will have students completing TNReady, as well as EXPLORE, PLAN, and ACT. We will use student ACT/EXPLORE/PLAN scores to complete a study to determine how TNReady performance relates to the probability of reaching the ACT benchmark score in grades 8,10, and 11.

8. Why do we need both the ACT and TNReady?

TNReady assesses a student's deep understanding of Tennessee academic standards, whereas the ACT holistically measures a student's college and career readiness based on a host of interrelated and/or comprehensive standards. Because of this, TNReady is necessary to measure mastery of more specific skills related to a specific grade level and subject as a means to measure progress, guide instruction, provide information for course/grade placement, and provide appropriate remediation/enrichment opportunities for students.

9. How should I be preparing my students for both the ACT and TNReady in the limited time I have?

While the types of questions on the ACT differ from the types of questions on TNReady, the content is very similar. Teachers can prepare students for both TNReady and the ACT by implementing high-quality instruction every day. Strong, student-centered instruction that is aligned to the Tennessee academic standards is strong preparation for both TNReady and the ACT. While students will benefit from regular practice and familiarity with the format of the ACT exam, the skills that they need to do well (strong reading fluency, comprehension, and stamina; strong critical thinking and analytical skills in math, including algebra and geometry) are encompassed in both assessments. Though the content is not fundamentally different, the tests are structured differently; TNReady tests depth, the ACT tests breadth.

English and math ACT questions are based on skills and standards taught from elementary school through high school. This means that students who have a strong foundation in math and reading and who consistently perform well on TNReady will use the same skills to perform well on the ACT. Additionally, all academic areas have a crucial part to play in preparing students for ACT success. Science and social studies teachers at all grade levels should be preparing students to read text in their content areas.

Math and English language arts teachers at all levels should be aware of ACT benchmarks that are addressed within their grade level, some as early as the third grade. The key to preparing students for both assessments is an initial understanding of the differences in both format and purpose of these two exams and strategically integrating the differences, while teaching the Tennessee academic standards.

Reading Section of the ACT

The reading test is made up of four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula.

Passages are **on topics in social studies, natural sciences, literary narrative (including prose fiction), and the humanities (fine arts, philosophy).**

ACT Connections: Tennessee Academic Standards and ACT Subtests, p.5



English Language Arts of the ACT

The skills of the ACT English and reading extend across grade levels; however, the **biggest differentiator of success** is the ability to read complex text proficiently.

The Tennessee academic standards call for students to have **regular practice with complex text**.

It does mean that students should **read a range of nonfiction/informational text** from the natural sciences, social sciences, and humanities throughout the school year.

ACT Connections: Tennessee Academic Standards and ACT Subtests, p.6



Literacy Connections for ACT and TNReady

“English and math ACT questions are based on skills and standards taught from elementary school through high school. This means that **students who have a strong foundation in math and reading** and who consistently perform well on TNReady will use the same skills to perform well on the ACT. Additionally, all academic areas have a crucial part to play in preparing students for ACT success. **Science and social studies teachers at all grade levels should be preparing students to read text in their content areas”.**

ACT Connections: Tennessee Academic Standards and ACT Subtests, p.7



Did you realize...

ACT is a measure of content literacy skills.



Middle School Content Literacy skills lay the essential foundation for high school refinement.



High School Content Literacy prepares students for the postsecondary (both careers and college) opportunities.



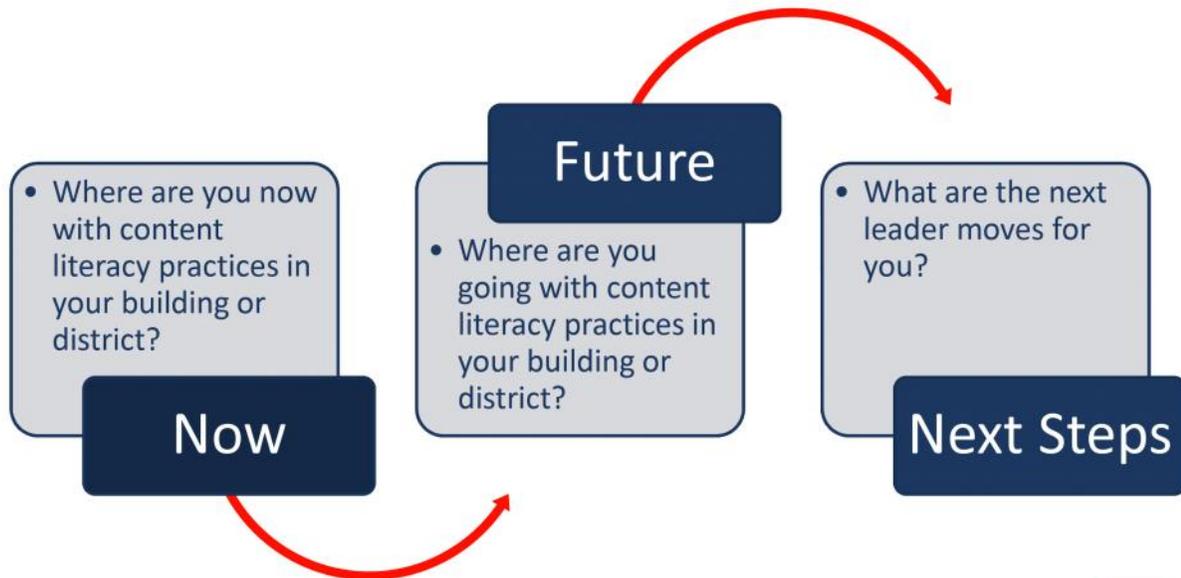
What do our employers and colleges ask our student to do?

Brainstorm expectations:

Employers:		



Reflections





**Key Question One:
What should content literacy
classrooms look like?**

Literacy for All

Given high-quality instruction, all students tackle cognitively complex tasks by building knowledge through daily interaction with rich text, marshalling evidence to support an idea, creating unique and purposeful writing, and building a dynamic vocabulary to become skilled in each content area.

-Miah Daughtery, ELA Coordinator, TDOE



[ELA Literacy Standards](#)

What do the ELA Standards say about literacy?

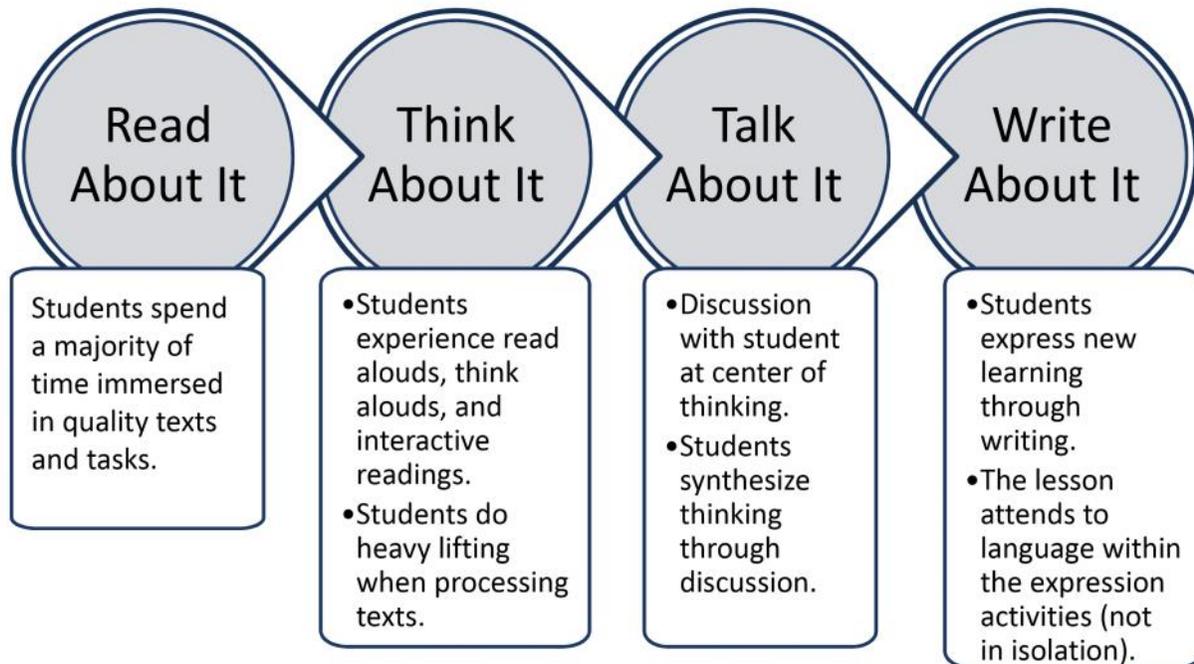
“Literacy is a multi-faceted, complex relationship of interrelated skills. The ultimate goal of literacy instruction is for students to become proficient readers and writers.” p. 4

“As human beings, we have the right to literacy (UNESCO, 2005). Educators have the responsibility to provide students with the tools to become active, literate members of our society.” p. 5

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the four strands. Following the mantra of “read about it, talk about it, write about it”—the committee view reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning.” p.2

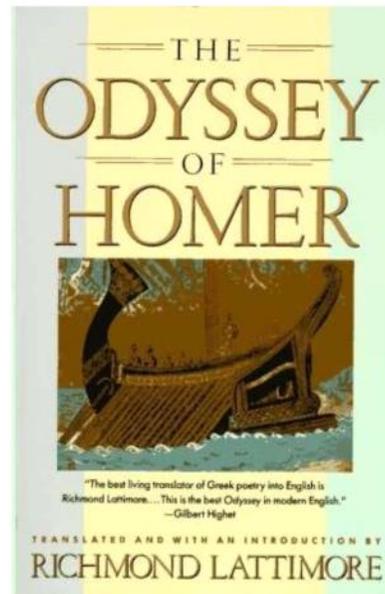
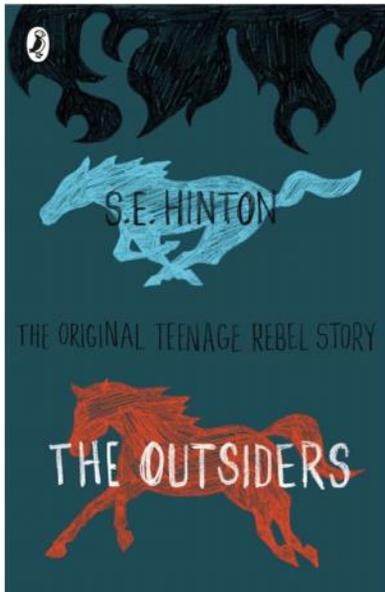


What should I see?



TN

Purpose for the Text



What are different reasons for using these texts for instruction?



Think about it and Talk About it

We are going to watch a video of an ELA lesson. As you watch this video, think about these questions.

**Think
About It**

- What teacher moves stretch students thinking?
- How does the discussion engage students to think?

**Talk
About It**

- How do the conversations about text build students' learning?
- What evidence do you see of new learning?

TN

Think About It and Talk About It

Think About It

- What teacher moves stretch students thinking?
- How does the discussion engage students to think?

Talk About It

- How do the conversations about text build students' learning?
- What evidence do you see of new learning?

TN

Barriers to Bridges

What are the barriers to these practices?

How do we bridge those barriers?

Literacy in Social Studies Standards

Embedded within the Tennessee Social Studies standards, there are **194** various primary sources found in our standards that are labeled either “to read” or “to consider”.

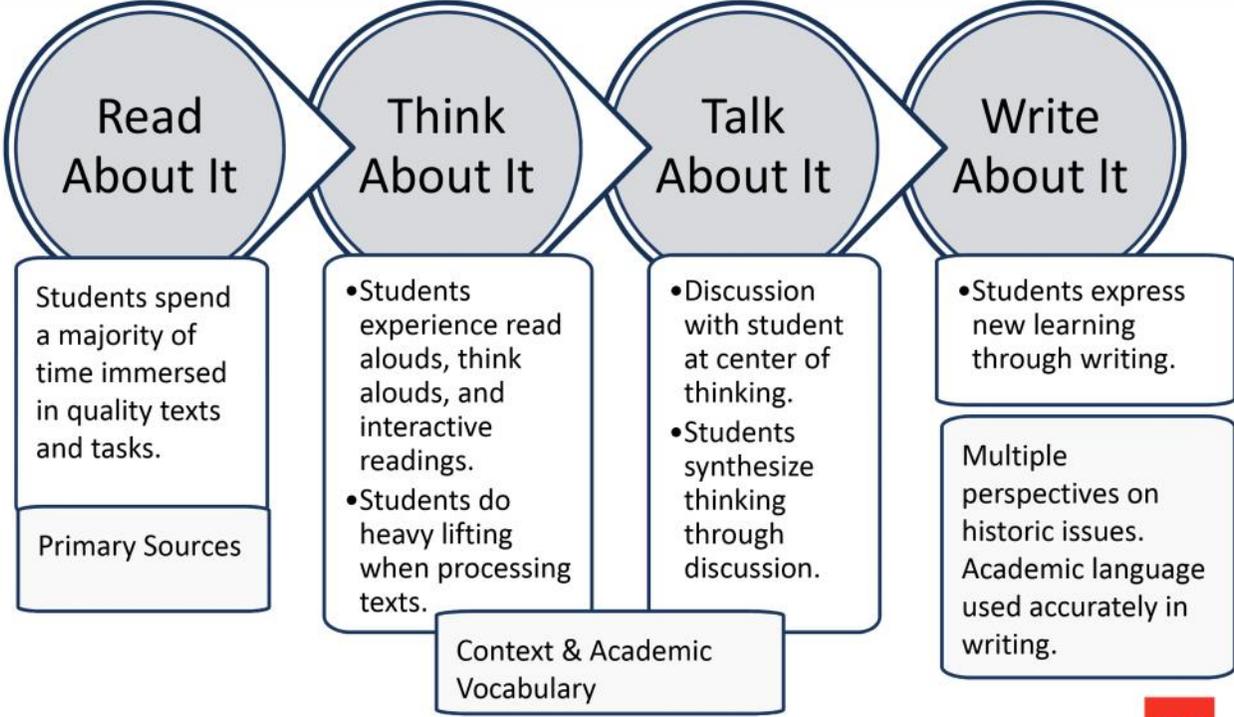
There are also **101** standards that students could potentially be asked to write on for part I of the TCAP (TN Ready and EOC) assessment.

These are the documents and standards that that teachers should be using to allow students ample opportunities to **Think, Read, and Write** like Historians.



[Social Studies Standards 6-12](#)

What should I see in social studies?



Social Studies Content Literacy Example for ACT Reading Question

Question	Text from Passage
<p>Lines 12-18 indicate that at the time of the women's suffrage movement, one of the fundamental assumptions of American politics was that the basic political unit was the:</p> <ul style="list-style-type: none">A. individual voter.B. precinct.C. village or town.D. family.	<p>"In 1910 the fight for women's suffrage was more than sixty years old, a national campaign by the National American Woman Suffrage Assoc was twenty years old.." (Lines 3 - 6)</p> <p>"Women's suffrage challenged one of the fundamental assumptions of American politics: that the basic unit of political life was the family, with the father standing at its head representing and protecting his wife and children in the wider world. To grant suffrage to women would be to break up that fundamental unit." (lines 12-18)</p> <p>"First women's rights meeting at Seneca Falls in 1848." (Line 38)</p> <p>"1895 Massachusetts conducted a referendum ...whether suffrage should be extended to females." (lines 56 - 60)</p> <p>" The General Federation of Women's Clubs did not endorse suffrage until 1914." (lines 84 - 85)</p>

Barriers to Bridges: Literacy in Social Studies

What are the barriers to these practices?

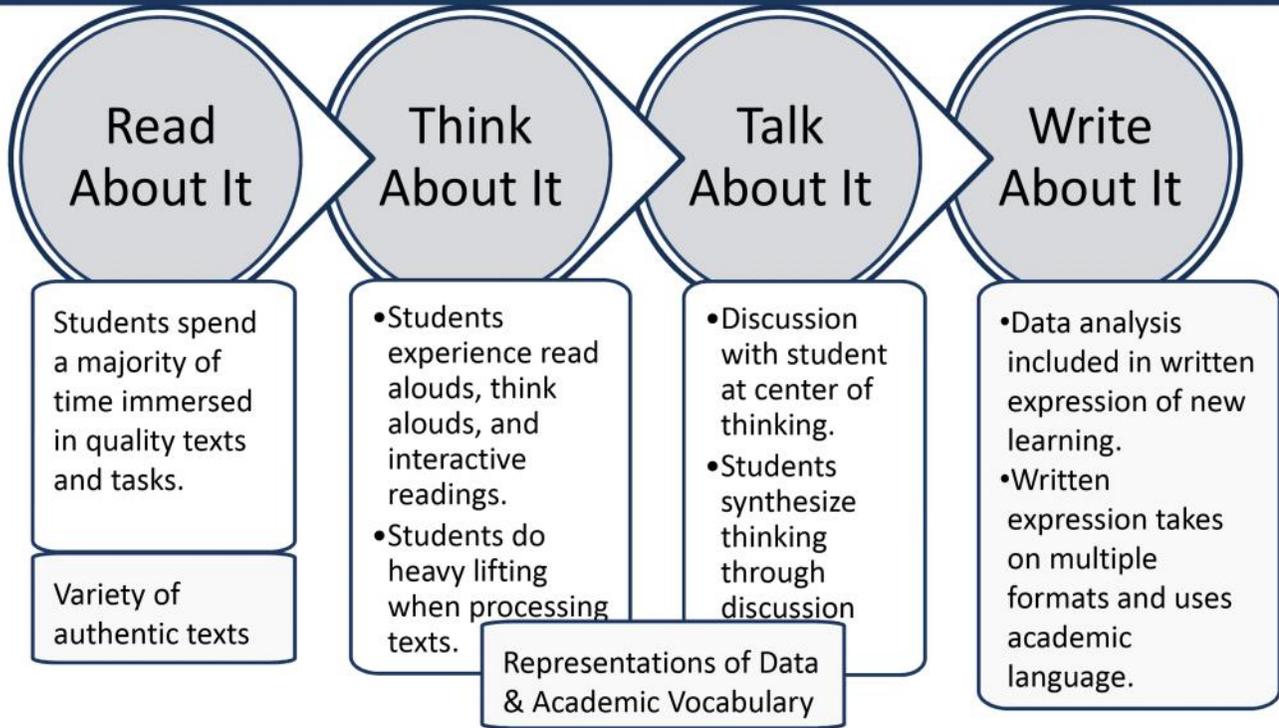
How do we bridge those barriers?

Literacy in Science Standards

- Effective communication within a scientific context requires students to apply literacy skills in reading, vocabulary, speaking and listening, and writing.
- Scientific information is presented in **multiple formats** from various tones and perspectives.
- Scientifically literate students must **process and synthesize information** effectively to **generate new ideas and solutions** while presented in **multiple formats** from various tones and perspectives.
- Students are able to interpret and analyze information in tables, charts and infographics.



What should I see in science?



Science Task

Please use the Science text in your digital resource guide to review the following questions.

Look at how this task expects students to apply the reading and communication practices in the classroom.

4. Which of the following statements about meteorite craters on Europa would be most consistent with both scientists' views?
- E. No meteorites have struck Europa for millions of years.
 - F. Meteorite craters, once formed, are then smoothed or removed by Europa's surface processes.
 - G. Meteorite craters, once formed on Europa, remain unchanged for billions of years.
 - H. Meteorites frequently strike Europa's surface but do not leave any craters.



Passage I

Unmanned spacecraft taking images of Jupiter's moon Europa have found its surface to be very smooth with few meteorite craters. Europa's surface ice shows evidence of being continually resmoothed and reshaped. Cracks, dark bands, and pressure ridges (created when water or slush is squeezed up between 2 slabs of ice) are commonly seen in images of the surface. Two scientists express their views as to whether the presence of a deep ocean beneath the surface is responsible for Europa's surface features.

Scientist 1

A deep ocean of liquid water exists on Europa. Jupiter's gravitational field produces tides within Europa that can cause heating of the subsurface to a point where liquid water can exist. The numerous cracks and dark bands in the surface ice closely resemble the appearance of thawing ice covering the polar oceans on Earth. Only a substantial amount of circulating liquid water can crack and rotate such large slabs of ice. The few meteorite craters that exist are shallow and have been smoothed by liquid water that oozed up into the crater from the subsurface and then quickly froze.

Jupiter's magnetic field, sweeping past Europa, would interact with the salty, deep ocean and produce a second magnetic field around Europa. The spacecraft has found evidence of this second magnetic field.

Scientist 2

No deep, liquid water ocean exists on Europa. The heat generated by gravitational tides is quickly lost to space because of Europa's small size, as shown by its very low surface temperature (-160°C). Many of the features on Europa's surface resemble features created by flowing glaciers on Earth. Large amounts of liquid water are not required for the creation of these features. If a thin layer of ice below the surface is much warmer than the surface ice, it may be able to flow and cause cracking and movement of the surface ice. Few meteorite craters are observed because of Europa's very thin atmosphere; surface ice continually sublimates (changes from solid to gas) into this atmosphere, quickly eroding and removing any craters that may have formed.

Barriers to Bridges: Literacy in Science

What are the barriers to these practices?

How do we bridge those barriers?

Literacy in the Mathematics Standards

“ Reading in mathematics is different from reading literature. Mathematics contains expository text along with precise definitions, theorems, examples, graphs, tables, charts, diagrams, and exercises.” (p. 13)

“Students are expected to recognize multiple representations of information, use mathematics in context, and draw conclusions from the information presented.” (p. 13)

“Mathematically proficient students write mathematical arguments to support and refute conclusions and cite evidence for these conclusions. ” (p. 14)



[Math Standards](#)

What should I see in math?

Read
About It

Mathematically proficient students have the capacity to **engage fully with mathematics in context** by posing questions, choosing appropriate problem-solving approaches, and justifying solutions.

Think
About It

Talk
About It

Mathematically proficient students **communicate using precise terminology and multiple representations** including graphs, tables, charts, and diagrams.

Write
About It

By describing and contextualizing mathematics, **students create arguments and support conclusions.** They evaluate and critique the reasoning of others and analyze and reflect on their own thought processes.



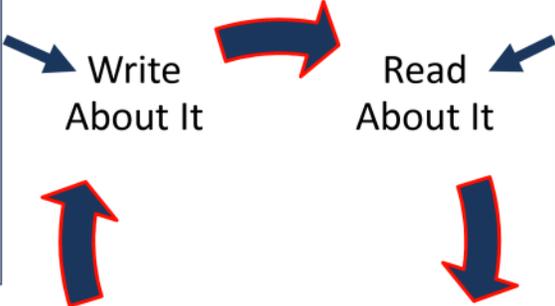
Math ACT example

11. A typical high school student consumes 67.5 pounds of sugar per year. As part of a new nutrition plan, each member of a track team plans to lower the sugar he or she consumes by at least 20% for the coming year. Assuming each track member had consumed sugar at the level of a typical high school student and will adhere to this plan for the coming year, what is the maximum number of pounds of sugar to be consumed by each track team member in the coming year?
- A. 14
- B. 44
- C. 48
- D. 54
- E. 66



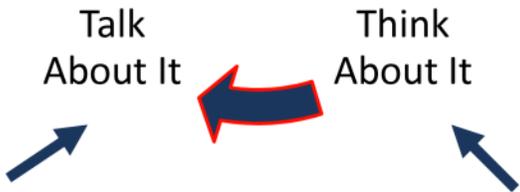
Reflect and Compare

- Students need frequent writing opportunities to synthesize and process new learning.
- Writing can be informal and formal, but should use academic vocabulary and language as a component of the writing, not as a focus.



- Increase Text Complexity for rich Lessons in ELA.
- Utilize primary sources for SS and Sci.
- Science and Math need to interpret data from charts and graphs.
- Use explanatory text/scenarios for math.

- Students need discussion opportunities that require justification, multiple perspectives and solutions, and dialogue.
- Students need multiple solutions to discuss in content area classrooms.



- Complex and authentic texts drives the ability of thinking in the lesson.
- Thinking needs to be modeled and shared with students.
- Academic language and context should be addressed in SS, Sci, and Math.

Literacy Lens

“Given high-quality instruction, all students tackle cognitively complex tasks by building knowledge through daily interaction with rich text, marshalling evidence to support an idea, creating unique and purposeful writing, and building a dynamic vocabulary to become skilled in each content area.”

-Miah Daughtery, ELA Coordinator, TDOE



Reflection: Literacy Walk

- Posted all around the room are quotes on literacy from leading experts.
- As a table, read the quotes next to you. Consider how these quotes relate to the conversations of ELA Literacy, Social Studies Literacy, Science Literacy, and Math Literacy.
- Every minute switch stations as a table group.
- Return to your table and have a conversation with others about the quote that resonated with you the most.
- Share out reflections as a group.

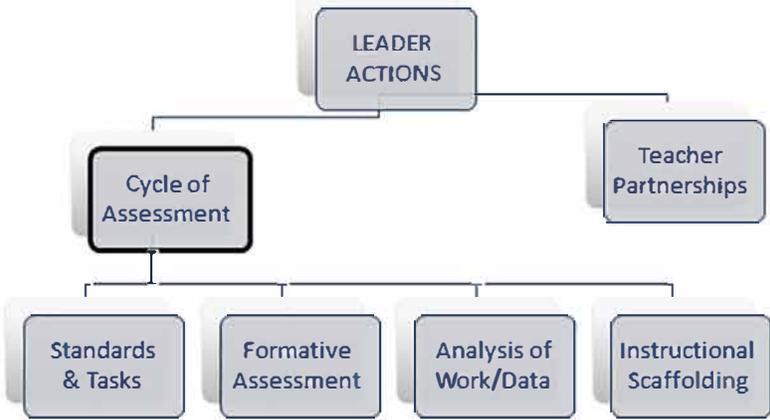




**Key Question Two:
What could content literacy look
like?**



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

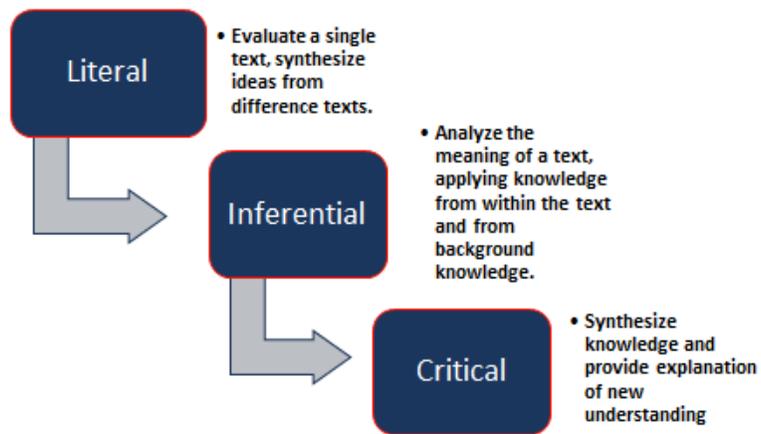
Rigor: developing conceptual understanding with fluency and skill and ensuring mastery through application

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

Discuss with group members specific examples of focus, rigor, and coherence.

TN

What kinds of thinking do we want to see?



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.

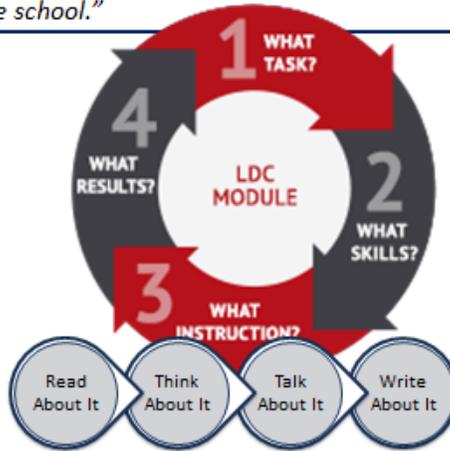
~Richard F. Elmore (2008)

How are we connecting the reading (meaning making) and writing (expression of new understanding) each day?

TN

Why do we read in content area classrooms?

“The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.”



For the full list of resources, see
LDC.ORG.

Literacy Design Collaborative

LDC Template Task Collection 2.0

December 2013

The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. We believe students can and must reach significantly higher levels of reading, writing, and thinking, and we embrace the challenging expectations set by the Common Core State Standards. Since its original collection of template tasks, LDC has produced other collections, including the original collection, ones for elementary, and an “edited” collection in which some changes to the original were made. This collection provides yet another kind of template based closely on grade-level standards. Teachers should choose from these collections the templates that work best for them for any given task.

This collection as does the original and other collections aims to help teachers craft tasks that engage students in writing in response to reading. It provides template tasks for implementing the Literacy Design Collaborative (LDC) strategy by drawing directly from the language and skills articulated in each Common Core Anchor Standards. When filled in, a *template task* becomes a *teaching task* that sets up a context for teaching the specific skills and demands embedded in the standard.

This collection is an edited version of the original piloted collection of template tasks. As in the original LDC collection, the *template tasks* are fill-in-the-blank “shells” that allow teachers to insert the texts to be read, writing to be produced, and content to be addressed. When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work.

This Collection differs from the original piloted collection in that L2’s and L3’s are now a separate list of “demands” or “D’s” to choose from. Accordingly, the L2 and L3 statements in the rubric are also deleted and replaced with a statement about meeting demands. For example, under Advanced in the Informational/Explanatory rubric you will see, “D: Addresses additional demands with thoroughness and makes a connection to controlling idea.”

How to Use the LDC Templates

Mode: All LDC template tasks are designed for tasks that involve students in writing in response to reading or research. They are clustered by the writing modes described in the CCSS: argumentative, informative/explanatory, and narrative. (Note that in LDC a narrative refers to non-fiction narrative and involves students in applying a journalistic style appropriate to relating an event or interview.) Teachers should choose the mode and template that best suits their instructional purpose.

Texts: The term “text” refers to a range of artifacts, including print and visual types. The best text choices allow students to engage deeply with texts that involve them in concepts, ideas, or questions. These are called “short profound texts” in the form of a chapter, section of a play, or shorter poem or speech. Below are some suggestions:

- Short stories
- Essays
- Speeches
- Short novels
- Poetry
- Chapters
- Maps
- Art works
- Timelines
- Data
- Video
- Political texts (laws, policies, etc.)

Products: Teaching tasks can engage students in a variety of products. Each product signals a writing context and requires students to adjust language choices and rhetorical strategies to meet the needs of a context for writing, purpose, and audience. For example, an essay signals to students a formal situation with an academic purpose and audience. In contrast an article for a school magazine signals a less formal context, a journalistic purpose, and a general or peer audience. Products include any multiple paragraph composition, to include:

- Essays
- Reports
- Speeches
- Research reports
- Exhibits to include a written product
- Presentations to include a speech or written product
- Journalistic products, such as feature articles
- Editorials
- Formal letters, as to a State official
- Memos, to include reports
- Proposals
- Lab reports
- Response/Reaction papers
- Cost/benefit analyses
- Critical reviews
- Interviews written up as articles
- Non-fiction narratives, such as accounts of an event
- Manuals

In all LDC Collections, there are some requirements and others that can be changed or added:

WHAT IS REQUIRED?	WHAT CAN BE CHANGED OR ADDED?
<ul style="list-style-type: none">▪ Fill in the template task, completing all the blanks but not altering the other template wording.▪ List the reading texts for the prompt or describe how students will be guided to select appropriate texts.▪ Provide a background statement that introduces the prompt to students.▪ If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.)▪ Use the appropriate rubric for the template task.	<ul style="list-style-type: none">▪ You choose which texts students will read.▪ You choose what products students will produce.▪ You choose the topic, issues, events, or other content students will read and write about. <p>In choosing, consider requirements set by your state, district, or school.</p>

Demands: Demands are additional writing and cognitive challenges that you can add to a template task. They are developed from language in the CCSS. In this way you can scaffold your instruction:

- Repeat a teaching task but add one or more demands.
- Change the template and teaching tasks but repeat a demand/s.
- Use the demands as “mini-tasks” and teach them between modules so that students acquire competence before applying them in the composing process.

You may choose one or more of these D’s (demands) to a Template Task to increase the challenge:

D1 Be sure to _____ (acknowledge; refute) competing views. (Argumentation)

D2 Give (an example; # of examples) from past or current (events; issues) to illustrate and clarify your position. (Argumentation or Informational/Explanatory)

D3 What _____ (conclusions; implications) can you draw? (Argumentation or Informational/Explanatory)

D4 In your discussion, address the credibility and origin of sources in view of your research topic. (Argumentation or Informational/Explanatory)

D5 Identify any gaps or unanswered questions. (Argumentation or Informational/Explanatory)

D6 Use _____ (stylistic devices) to develop your work. (Argumentation or Informational/Explanatory or Narrative)

D7 Use _____ (techniques) to convey multiple storylines. (Argumentation or Informational/Explanatory or Narrative)

D8 Include _____ (e.g. bibliography, citations, references, endnotes). (Argumentation or Informational/Explanatory)

Common Core State Standards And Template Task Collection 2.0

Following are the Anchor standards that are “built-in” and apply to all the templates. You should bold or highlight the “when appropriate” standards if you are not using an LDC module. If you are using an LDC module, you should choose the appropriate module template based on your teaching task’s mode. The module will have identified the writing mode in the module, but you will still need to identify any other standards.

- **“Built in” standards** have the specified College and Career Readiness Anchor Standards built in in addition to the Focus Standard.
- **Focus Standards and “When appropriate” standards** vary with the teaching task.

READING

Focus Standards and “Built In” Reading Standards

1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.

Focus Standards or “When Appropriate” Reading Standards

3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING

Focus Standards and “Built In” Writing Standards

4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Focus Standards or “When Appropriate” Writing Standards

1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Argumentation Template Tasks for Template Task Collection 2.0

	“After Researching”	”After Reading”
Argumentation Template Tasks		
Analysis	<p>Task 1: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue _____ (content). Support your position with evidence from your research. (Argumentation/Analysis)</p>	<p>Task 2: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you address the question and argue _____ (content). Support your position with evidence from the text(s). (Argumentation/Analysis)</p>
Comparison	<p>Task 3: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you compare _____ (content) and argue _____ (content). Support your position with evidence from your research. (Argumentation/Comparison)</p>	<p>Task 4: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you compare _____ (content) and argue _____ (content). Support your position with evidence from the text(s). (Argumentation/Comparison)</p>
Evaluation	<p>Task 5: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from your research. (Argumentation/Evaluation)</p>	<p>Task 6: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from the text(s). (Argumentation/Evaluation)</p>
Problem-Solution	<p>Task 7: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you identify a problem _____ (content) and propose a solution. Support your position with evidence from your research. (Argumentation/Problem-Solution)</p>	<p>Task 8: [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (an essay or substitute) in which you identify a problem _____ (content) and propose a solution. Support your position with evidence from the text(s). (Argumentation/Problem-Solution)</p>
Cause-Effect	<p>Task 9: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from your research. (Argumentation/Cause-Effect)</p>	<p>Task 10: [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from the text(s). (Argumentation/Cause-Effect)</p>

Argumentation Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Informational/Explanatory Template Tasks for Template Task Collection 2.0

	“After Researching”	“After Reading”
Informational or Explanatory Template Tasks		
Definition	<p>Task 11: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Definition)</p>	<p>Task 12: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Definition)</p>
Description	<p>Task 13: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you describe _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Description)</p>	<p>Task 14: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you describe _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/ Description)</p>
Procedural-Sequential	<p>Task 15: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you relate how _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)</p>	<p>Task 16: [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (a report or substitute) in which you relate how _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Procedural-Sequential)</p>
	<p>Task 17: [Insert optional question] After researching _____ (informational texts) on _____ (content), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. (Informational or Explanatory/Procedural-Sequential)</p>	
Synthesis	<p>Task 18: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you explain _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Synthesis)</p>	<p>Task 19: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you explain _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Synthesis)</p>

	“After Researching”	“After Reading”
Informational or Explanatory Template Tasks (Continued)		
Analysis	<p>Task 20: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you analyze _____ (content), providing evidence to clarify your analysis. (Informational or Explanatory/Analysis)</p>	<p>Task 21: [Insert optional question] After reading _____ (literature or informational texts), write _____ (a report, essay or substitutes) in which you analyze _____ (content), providing examples to clarify your analysis. (Informational or Explanatory/Analysis)</p>
Comparison	<p>Task 22: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you compare _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Comparison)</p>	<p>Task 23: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you compare _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Comparison)</p>
Cause-Effect	<p>Task 24: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you examine the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)</p>	<p>Task 25: [Insert optional question] After reading _____ (literature or informational text/s) on _____ (content), write _____ (a report or substitute) in which you examine the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Cause-Effect)</p>

Informational/Explanatory Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.	
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.	
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

Narrative Template Tasks for Template Task Collection 2.0

	“After Researching”	“After Reading”
Narrative Template Tasks		
Description	<p>Task 26: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a narrative or substitute) in which you describe _____. (content). (Narrative/Description)</p>	<p>Task 27: [Insert optional question] After reading _____ (literature or informational texts), write _____ (a narrative or substitute) from the perspective of _____ (content). (Narrative/Description)</p>
Procedural-Sequential	<p>Task 28: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a narrative or substitute) in which you relate _____ (content) and the events _____. (content). (Narrative/Sequential)</p>	<p>Task 29: [Insert optional question] After reading _____ (literature or informational texts) about _____ (content), write _____ (a narrative or substitute) in which you relate _____. (content). (Narrative/Sequential)</p>

Narrative Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus. D: Addresses additional demands superficially.		Addresses the prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands Sufficiently.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.	
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.	
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative	
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.	
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged	
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

Classroom Assessment Task Rubrics

LDC classroom assessment tasks provide an option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently. A classroom assessment task is designed for students to complete in one or two sittings and can be used before or after a teaching task to gather evidence of what students can do on their own. The rubrics below are designed to support the classroom assessment approach.

LDC Classroom Assessment Rubric For Argumentation

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates weak use of reading material to develop argument.	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing.	Establishes a credible claim and supports an argument that is logical and generally convincing.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant.	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

LDC Classroom Assessment Task Rubric For Informational/Explanatory Writing

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses prompt with a focused response.
Reading/Research	Attempts to present information relevant to prompt.	Presents and applies relevant information with general accuracy.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.	Establishes a controlling idea that states the main purpose and/or question for the tasks.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task Rubric for Narrative Writing

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses the prompt and stays on task
Reading/Research	Demonstrates weak use of reading materials, interviews, and/or visual materials.	Demonstrates generally effective use of reading material, interviews, and/or visual material.
Controlling Idea	Narrative line or theme is not carried through the narrative.	Establishes a narrative line or theme that is carried through the narrative.
Development	Lacks descriptive elements that describe or relate experiences, individuals, and/or events. Attempts to employ narrative techniques to develop a factual or informative purpose. Lacks a satisfactory ending or conclusion.	Describes or relates with sufficient detail experiences, individuals, and/or events; employs some stylistic device to develop a sense of time, place, or character that illustrates a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative.
Organization	Applies a weak narrative structure; composition is disconnected or rambling.	Applies a narrative structure that develops the storyline as a description or chronology.
Conventions	Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions.	Demonstrates a command of standard English conventions; generally makes transitions between sentences and paragraphs to connect ideas.

Standards & Outcome Focus

Blank Task Template

[Insert optional question] After reading (literature or informational texts), write (an essay, report, or substitute) in which you describe (content). Support your discussion with evidence from the text(s).

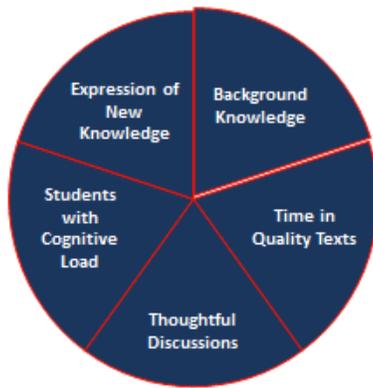
Sample Completed Teaching Task

Version 1: Should middle school students have to wear uniforms? After reading editorials on this topic, write your own editorial that addresses the question and support your position with evidence from the texts.

Version 2: Is Chapter 3 necessary for telling the story? After reading Jack London's *Call of the Wild*, write a book review that addresses the question and support your position with evidence from the text.

TN

What I should see in a content literacy classroom?



Walk Through Tool

Literacy Practices	Level of Practice
Look for in all content area classrooms	
Background Knowledge addressed (context background i.e. Tone, periodic table, mercenary) •Vocab and concept front loading •Models to access content knowledge and contentspecificacademic language	
Texts are topically appropriate, high quality and require time in text, and meet purpose of lesson outcome. (Provide multiple access points for student learner need)	
Engage in Interactive reading to promote thoughtful discussions and provide scaffolded reading supports.	
Students are engaged in the thinking and the productive struggle of the work. Teacher is using gradual release strategies to support varied student needs.	
Expression of new ideas are explicitly designed in learning outcomes and require students to communicate in writing or orally. (ie. Writings, Socratic Seminars, Presentations)	

TN

Literacy Practices	Level of Practice	Use as an Exemplar/ Model for others	Provide Feedback and peer observation	Encourage Partnership
Look fors in all content area classrooms				
Back ground Knowledge addressed (content background ie. Tone, periodic table, mercenary) <ul style="list-style-type: none"> • Vocab and concept front loading • Models to access content knowledge and content specific academic language 				
Texts are topically appropriate, high quality and require time in text, and meet purpose of lesson outcome. (Provide multiple access points for student learner need)				
Thoughtful Discussions				
Students are engaged in the thinking and the productive struggle of the work. Teacher is using gradual release strategies to support varied student needs.				
Expression of New Ideas are explicitly designed in learning outcomes and require students to communicate in writing or orally. (ie. Writings, Socratic Seminars, Presentations)				

Let's Walk Through a Sample Task

Task Description:

After reading “Probation for ‘affluenza’ teen in deadly drunk driving crash sparks anger,” by The Associated Press and *Miller v Alabama*, write an essay in which you compare the court decisions. What implications can you draw about future cases concerning teen convictions? Support your discussion with evidence from both texts.

Task Overview

SKILL	PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF...)	INSTRUCTIONAL STRATEGIES
<p><u>Active Reading > Questioning</u></p> <p>Ability to ask different types of questions while actively reading a text, categorize the questions, and attempt to answer the questions using evidence from the text.</p>	<p><u>Four Questioning Techniques: Questions w/Answers</u></p> <p>With a partner, follow the Four Questioning Techniques protocol to generate and write down questions as you read aloud. Then, categorize those questions. Finally, write answers to those questions.</p> <p>Note: This mini-task is based off of WestEd's Quality Teaching for English Learners (QTEL) "Questioning Techniques."</p>	<ul style="list-style-type: none"> • Students complete Four Questioning Techniques graphic organizer. • Students write questions spanning all four categories. • Questions are categorized correctly. • Questions are relevant to the text(s). • Students provide appropriate answers or explanations using the text(s) 	<ol style="list-style-type: none"> 1. Hand out and review with students the Four Questioning Techniques protocol. Define difficult terms in the protocol. 2. Read aloud with students a short text. 3. Model each of the four question types. Model how to provide answers / explanations for each question type. 4. Have students volunteer more questions based on that text. Have other students categorize and/or answer the questions. 5. Put students in partnerships and provide them the core text(s) they will be reading. Have them complete graphic organizers for each text. 6. Collect and score student work. Return with feedback so students can use graphic organizers as notes.

Background Knowledge Activity

Creating Simple Sentences (Front Load Vocabulary)

1. Create sentences as a group without a dictionary and use predictive skills. Independently or in small groups, students should generate and record a sentence for each vocabulary word (students may choose five out of the ten words to use). Words can be combined in sentences. You are trying to write a sentence with the key word that they think they might read in the text.
2. Share-out. Bring class back together and ask for volunteers to share some sentences; try to get an example or two for each of the words. When time, record examples on the board.
3. AFTER reading text, evaluate accuracy of sentences.
4. Have students refine sentences based on reading.

Possible sentences

In your digital notebook, write each word and make a guess as to what each means. Then, write one sentence that represents what you think the texts will be about. As you read, you will look for clues that determine meaning of each word.



Possible Sentences

Description

Possible Sentences (Moore & Arthur, 1981) is a combination vocabulary/prediction activity. It is designed to acquaint students with new vocabulary they will encounter in their reading and guide them as they attempt to verify the accuracy of statements they generate. Additionally, it arouses curiosity concerning the passage to be read. Thus, Possible Sentences is best used when unfamiliar vocabulary is mixed with familiar terminology. The more creative and outrageous the possible sentences are, the more likely the students are to remember the words and their real meaning. The teacher should choose five to eight terms (the key words) that are defined in the context of the passage.

- Write a possible sentence for each of the key words on the board.
- Work in groups of three or four to share your sentences.
- Choose the “best” sentence for each word from your group.
- Write the best possible sentences on the board and read them aloud.
- Read the passage that contains the words, referring to your possible sentences as you look for the real meaning of each word.
- Write real sentences that indicate you know the meaning of each word.
- Share the real sentences with your group.
- Choose the “best” sentence for each word from the group and write it on the board.
- Discuss the real meaning of the words.

Possible Sentences

Insert word Insert word Insert word Insert word

Possible Sentence	Real Sentence

Background Knowledge Impact

Scoring Guide

Students' ability to:

- Generate several sentences using the pre-selected conceptual vocabulary.
 - Write sentences that represent their predictions about how words will be used in the text.
 - Evaluate their possible sentences for accuracy based on textual evidence.
 - Refine their possible sentences to be more accurate based on what they read.
 - Collaboratively share, evaluate, and recommend changes to possible sentences.
-
- How does this activity set students up for the text?
 - How does it require productive struggle for students?
 - How do students carry the heavy lifting of the cognitive load?

Reading the Text

We will be watching a video. As we watch, look for answers to the following questions:

1. What teacher moves supported reading the text?
2. How do these help students think about what they were reading while they were reading the text?
3. How do these strategies apply to other content area reading?

Reading the Text

- What teacher moves supported reading the text?
- How do these help students think about what they were reading while they were reading the text?
- How do these strategies apply to other content area reading?

Written Task

Watch the following video.

Look for answers to the following questions.

- What was the writing task in this science lesson?
- How did it relate to the text?
- How is it a written expression that demonstrates understanding?
- What teacher moves explicitly connected the read about it, think about it, talk about it, write about it?

Writing Task

- What was the writing task in this science lesson?
- How did it relate to the text?
- How is it a written expression that demonstrates understanding?
- What teacher moves explicitly connected the read about it, think about it, talk about it, write about it?

Challenges in Designing a Task

- Task and text must match in topic and author's purpose.
- Text is of appropriate length, and text sets are used if multiple access points to content are necessary.
- Text has appropriate complexity for students to spend time in the text.
- Text is required to complete task.
- There are multiple solutions, thinking pathways, and thought.



Barriers to Bridges

How did our science teacher overcome the challenges to student comprehension?

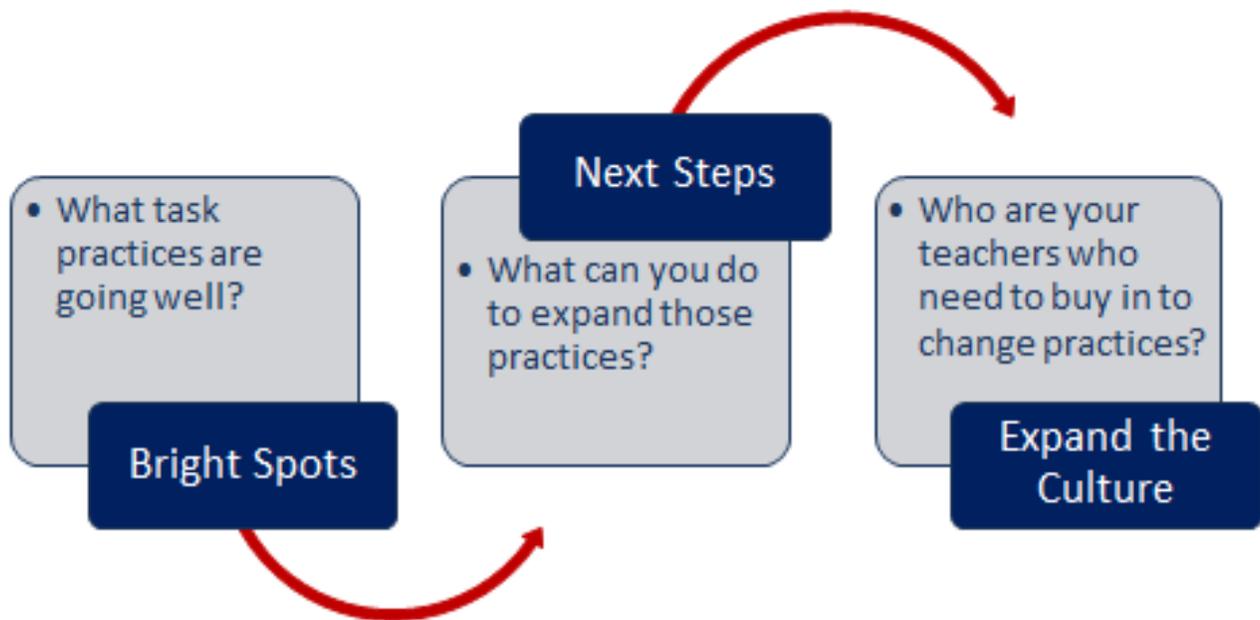
Challenge	Strategy
Text and Task Match	
Appropriate access to text	
Complexity of text	
Text-Based Task	
Multiple Solutions	

TN

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;

Next Steps and Reflection





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

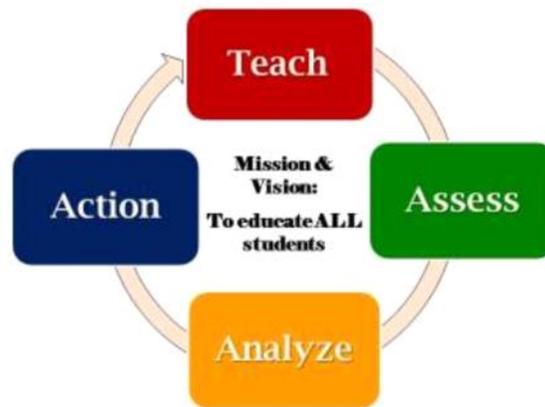
The Cycle of Assessment: *ASSESS*

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

Writing is...

Writing is not simply a way for students
to ***demonstrate*** what they know.

It is a way to help them ***understand*** what
they know. At its best, writing is learning.”

National Commission on Writing in America's Schools and Colleges (2003)



Writing is part of learning

Writing across the curriculum focuses on a student's ability to **focus in on** specific subject matter understanding and synthesize their understanding for the purpose of explaining and sharing this knowledge.



Grammar is not the concentration of a content area teacher's writing. Instead, the teacher will be guiding students towards competency and mastery of content material.

After a content teacher measures student content knowledge and determines appropriate vocabulary usage, the ELA teacher can help students attend to language needs including grammar.

TN

All teachers should use writing

All faculty members should include writing as part of meaning making experiences within their learning process.

- Writing is a learning tool to be used in all areas and is not reserved for ELA teachers only.



No specialized **writing** training is required to read student writing and check for correct content.



Writing practice improves communication of learning

Effective writing skills develop through frequent writing opportunities across all content areas.

By utilizing literacy strategies such as writing in **EVERY** content area 15-20 minutes a few times each week, students increase reading levels and significantly improve performance on content area standardized testing.



Writing is not a unit or an isolated activity. It is woven into the fabric of instruction.



Why Write?

- A study from the National Commission on Writing says that two-thirds of salaried workers have jobs that require extensive writing.

Report of the National Commission on Writing for America's Families, Schools, and Colleges, College Board, p.3 .

- Writing matters in EVERY job no matter the level or industry, and the skills your students graduate with will affect their employability for the rest of their lives.



Writing as Expression of Understanding

- Writing is an opportunity for students to share content knowledge and clarify learning points.
- Writing is a powerful assessment tool for all areas.



Writing is a general skill that should be incorporated into all academic content.



ASSESS: Writing is a measure of learning

- By writing, students are “Putting it all together”, so our teachers need to have students write and write often.
- Writing becomes a **formative assessment** tool.



So how does writing become a formative assessment tool?

- Can writing identify gaps in learning?
- Can writing provide information to assist in effective grouping?
- Can writing identify how much time to allocate to specific objectives?
- Can writing determine which concepts need to be re-taught?
- Can writing identify if students need additional or alternative materials?

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.

Written Expression as a Demonstration of Skill Knowledge

Research shows...

- If teachers use literacy strategies in the content area 15-20 minutes (a couple of times each week), students increase reading levels and significantly improve performance on content area standardized testing.
- Writing clarifies learning points of content area inquiry lessons.



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 Rubric](#)

[TEAM Administrator Rubric](#)

The Cycle of Assessment: *ANALYZE*

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?



***ANALYZE:* 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:* Student Work in PLCs**

- How can students' written work provide rich PLC conversations?
- What kind of data does written expression provide?
- How can written expression student samples help teachers make actionable plans from PLC meetings?



ANALYZE Bridge to Practice

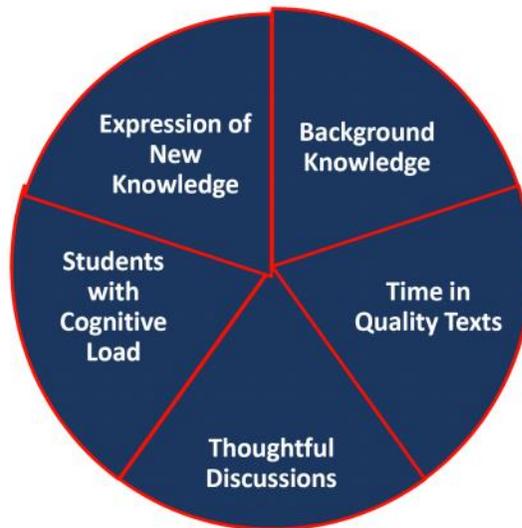
- You were to bring five pieces of student literacy work that exemplify weak and strong alignment to the standards.
- As you examine these examples of student work, think:
 - I want to see MORE OF THIS - ✓
 - I want to see LESS OF THIS - ⊘



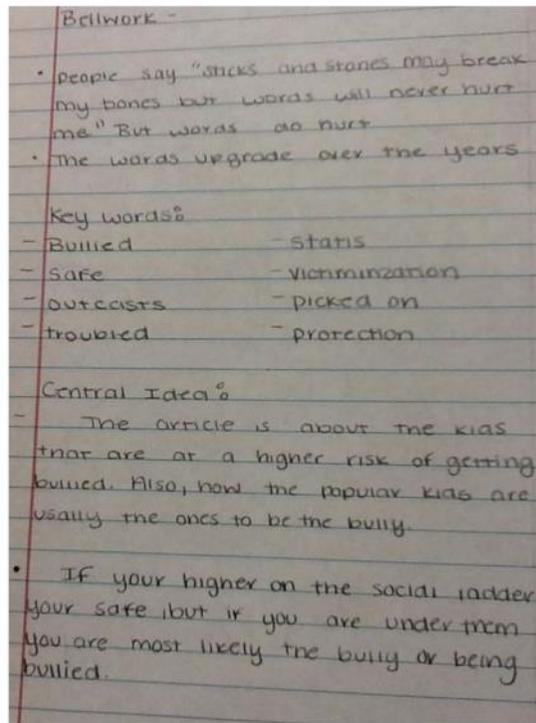
ANALYZE: Bridge to Practice

Let's look at two examples together.

- Think about the new learning that should be expressed in the written expression.
- Remember the elements that happened in a strong lesson and how significant the student's analysis of text should show in their writing



Evidence of Literacy Practices



Evidence of Literacy Practices

Woodwell 110 2-23
1st p

The two propacious children often had to be separated.
The clouds were accumulating over the city.
While trying to get the girl's anxiety to subside, the doctor tripped and fell.
The therapist didn't seem very receptive.
The girl was crestfallen after failing her driving test.
The dog cowered in the corner during the thunderstorm.
The lunch they gave the students was meager due to the food shortage.
The teacher scuffed when the trouble-maker student said he would try to get all A's.
His boss constantly made derogatory statements about the girls in the office.
The classroom was full of decision even the good students made fun of each other.

Boys
Many propacious men accumulated in the bar. The bar owner tried to get the tension subside by offering everyone one free drink. This technique was very receptive because no one was very cold at the



100

Great job!

The Anaconda, King of the Snakes

1. The text states, "Green anacondas live in the Amazon region of South America."

2. The author says, "At mealtimes, an anaconda coils around its prey, squeezing very tightly until the animal suffocates."

3. According to the text, "Scientists still have plenty to learn about animals."



Jesús Rivas studies green anacondas in the Amazon practically every day so he can learn more about them.

Madison Haddock

If people received an award for every single thing they...

If people received an award for every single thing they did, how would this affect them when they are older? Would the trophies become meaningless, or maybe they would eventually expect an award for doing what's ^{punc} required. Giving or not giving everyone a trophy both have their multiple benefits. However, not giving everyone a trophy will be better for children.

One reason everyone should not get a trophy is because trophies will lose meaning. In the article "Too Many Trophies," it states, "We need to examine the causes of this devaluation more closely, so that awards will still be meaningful." In Tarshis's article, she also wrote, "Both Coffin and Anthony point out that trophies can lose their meaning when everyone gets one." ^{good} Both quotes prove that if a person has so many trophies because they always get one, even if they just participated, the trophy will lose its value. [★] As a result, everyone should not receive a trophy because a surplus of trophies can cause their meaning to a person to decline.

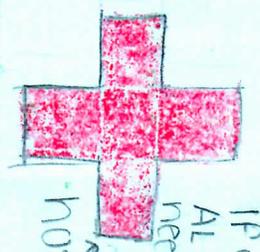
To add on, people shouldn't get a trophy for doing what is necessary. According to the text, "In life, most people are not rewarded for simply doing what's required." This evidence proves that people should be motivated to get a trophy by doing their absolute best, not just showing up. All in all, people should only receive a trophy for doing their best, not just for participating.

On the other hand, some people think everyone deserves a trophy. Although trophies encourage adolescents to continue playing, only giving some players a trophy will encourage the others to strive to be number one by working harder. In addition, Tarshis states, "Coffin also emphasizes that trophies are not an effective way for coaches to motivate players." [★] This evidence shows that small acts of appreciation from the coach can be as rewarding as giving everyone a trophy. This is why giving everyone a trophy is worse than if you didn't.

In conclusion, not giving everyone a trophy is better than the opposing point of view. In the article, "Should Everyone Get a Trophy?" Tarshis writes that everyone doesn't get a trophy for doing what they have to. In life, people need to know that they need to work hard for a reward. They shouldn't think they deserve anything if they did not put any effort in. When coaches give their whole team a trophy, those who didn't work hard could think they did just because they received an award. Giving and not giving everyone a trophy are both good in their own ways, however, not giving everyone a trophy has strong and lasting effects.

Overall, you did such a good job. You have good evidence that is

Acute Lymphoblastic leukemia (ALL) is a blood cancer that results when abnormal white blood cells (leukemia cells) accumulate in the bone marrow.



If you have ALL, you need to go to the hospital.

Some causes or risk factors of ALL are:

- Previous cancer treatment
- Genetic disorders
- Having a brother or sister with ALL



Symptoms may include:

- Fever
- Weakness
- Fatigue
- Headaches
- Loss of appetite
- Pale skin
- Vomiting
- Body aches
- Bleeding gums
- Frequent infections
- Nose bleeds
- Easy bruising
- Swollen lymph nodes around neck, underarm, stomach or groin
- Shortness of breath
- Weight loss

STATISTICS

- About 3,000 people younger than age 20 are found to have ALL each year in the United States.
- It most often occurs in children ages 3 to 5 and affects slightly more boys than girls.

Connection with JEFFERY

In DGDD by Jordan Sonnenblick, the character Jeffery was diagnosed with ALL or Acute Lymphoblastic Leukemia. According to cancer treatment centers of America, ALL is a blood cancer that results when abnormal white blood cells (leukemia cells) accumulate in the bone marrow. According to cancer treatment centers of America, the symptoms of ALL are: fever, weakness, fatigue, headaches, loss of appetite, pale skin, vomiting, body aches, etc. Jeffery showed fever, nose bleeds, easy bruising, and vomiting. From the research, I know that most of it occurs in ages 3-5. From this I can infer that Jeffery has ALL. Research also shows you can get ALL if you have siblings that have ALL. Jeffery's prognosis is moderate risk. In conclusion, the ALL research helped me to better understand more about Jeffery's condition.

Some treatment

For ALL may include:

- Chemotherapy
- Chemotherapy with stem cell transplant, radiation therapy and/or immunotherapy



The survival rates for ALL are:

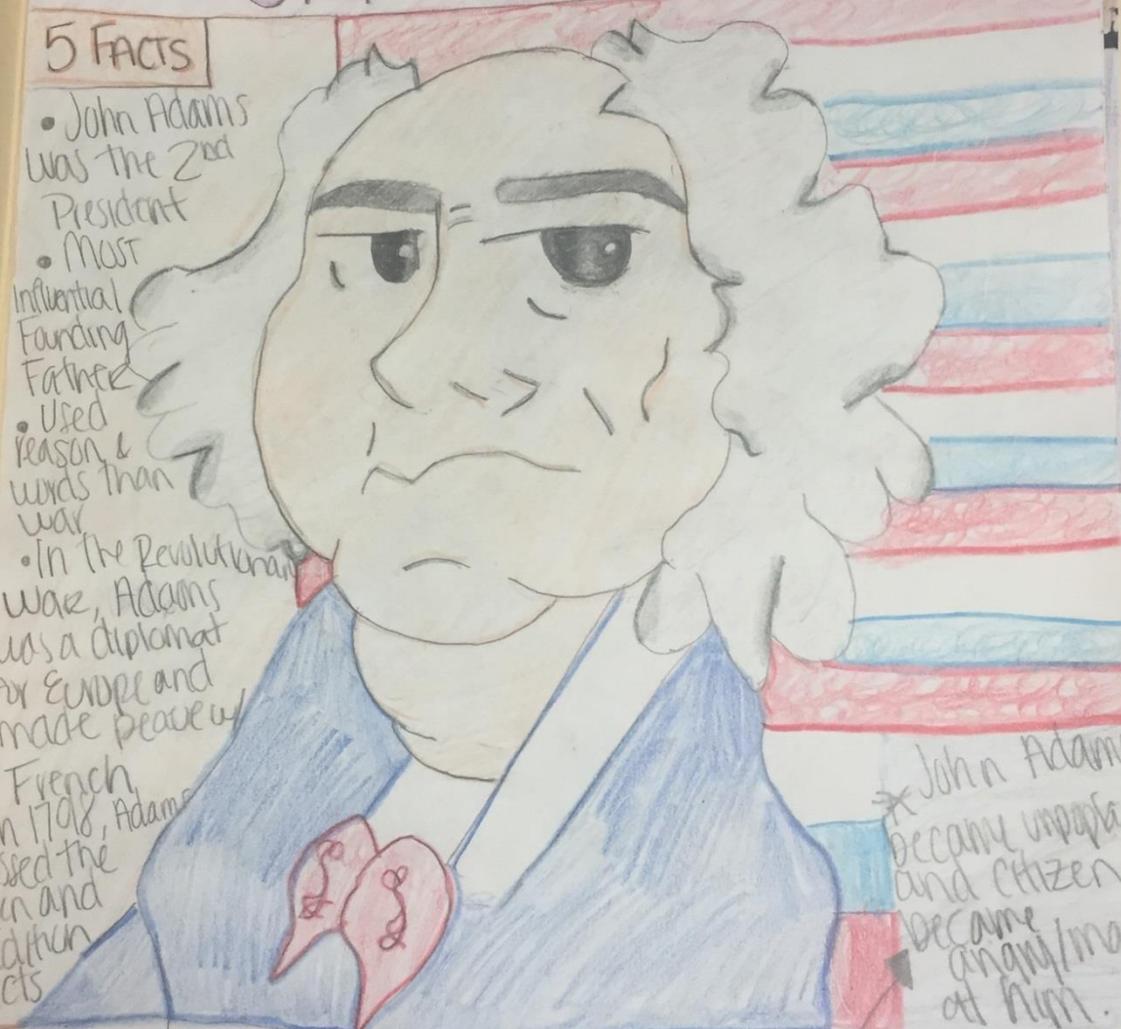
- About 98 percent of children with ALL go into remission within weeks after starting treatment
- About 90% of those can be cured. Patients are considered cured after 10 years in remission

St. Jude patients with ALL have a 94% survival rate, the best worldwide outcomes for that disease.

JOHN ADAMS

5 FACTS

- John Adams was the 2nd President
- Most Influential Founding Father
- Used reason & words than war
- In the Revolutionary War, Adams was a diplomat for Europe and made peace w/ French
- In 1798, Adams passed the Alien and Sedition Acts



* John Adams became unpopular and citizens became angry/mad at him.

FOREIGN ISSUES

- * The XYZ Affair was when 3 diplomats (X, Y, & Z) from France tried to bribe the 3 US diplomats to pay money for ships
- * The Alien Acts made everyone who was foreign back to the United States and the Sedition Act (against the 1st Amendment, speech & press)

James Madison

5 fun facts

- Born in 1751
- 4th president of the United States
- Known as the "Father of the Constitution"
- Montpelier was the home of President James Madison
- Died in 1836

3 Key Events

- Led the U.S. into the controversial War of 1812 against Great Britain.
- The Creek War was where the Redsticks were attacking U.S. settlers and this is when Tecumseh was killed in action.
- British invade Washington, D.C. and they also try to burn it down, but unsuccessful. Also, try to capture Baltimore, but too much cannon fire. The attempt of capturing Baltimore is when the "Star Spangled Banner" was written.



Sauce

Production:

- Plant Tomato seeds in March
- Pick when the red color is even
- This is around 65-85 days later

Processed:

- After harvest, they are stored in large tanks with equal parts water and tomatoes
- Machinery chops the clean tomatoes in a pattern between warm and cool temperatures.
- Tomato bits are squeezed through pumps to make paste.

Transport:

- Ships in refrigerated compartments
- Travels by land, sea, and/or air.

Pizza



Crust

Production:

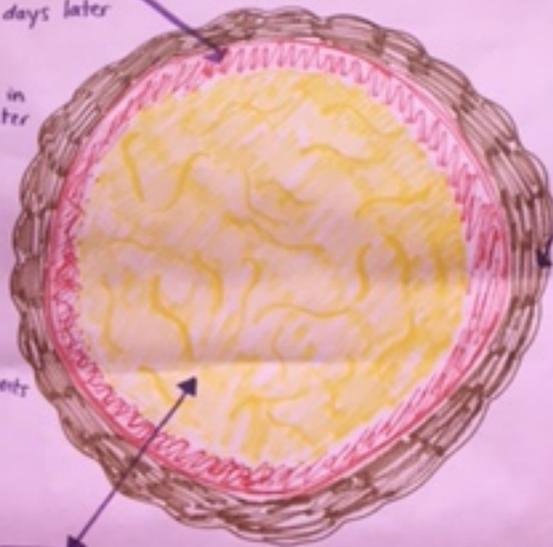
- planted as seed (late)
- harvested into a grain (late)

Processed:

- remove bran & germ for soft flour
- undergoes fermentation
- becomes yeast
- DuBar's yeast
- bleed flour for

Transportation:

- refrigerated (32° - 36°)
- in plastic case packs
- to rest equipment
- add oil in airtight containers
- vacuum sealed
- thickless steel



Cheese

Production:

- Comes from milk, which is from dairy cows
- Dairy cows milked twice a day normally
- Growth hormones and antibiotics are given to cows to increase milk
- Cows can be hand-milked or milked by a machine
- Cows are normally milked for up to 4 years

Processed:

Milk is acidified
 Milk is curdled, then rennet is added
 Curd is drained from milk and salt is added
 Pressed, cheese must be given time to age



Transportation:

- Transported on refrigerated truck (32° - 38°)
- Must be handled carefully in low humidity boxes

Rachel L
 Mariah W
 Glynnis B

Ice Cream

- Aided in Jefferson realizing (remembering) that he is human and not a hog. Ex. Hog → corn
Human → ice cream } Desires
- asks for a gallon of ice cream in the beginning, but in the end he received a bowl
- 5 & cones from ice cream truck (memory from Jefferson)

Jefferson's last meal

Ice cream represents ↓

"Light at the end of the tunnel"

- Jefferson hasn't had enough ice cream in his life so he asks for a gallon.
- Something good to look forward to.

◦ The 4th time Grant visited Jefferson in jail, a conversation was finally sparked by Jefferson's love for vanilla ice cream. Grant offers to bring him ice cream.

◦ In this novel, ice cream is used to symbolize affection from for one another.

A comment about
was found between Jefferson
and Grant when Grant asks
him if there is something
he can get him before he
dies.

→ small talk
Grant trying to
break through.

connection between
Jefferson & Grant.

When Jefferson opens up
about what he
wants.



ITS
TIME
FOR
CHEER
TROUPE

MARCH 7TH
STEWARTS CREEK

TROUPE WILL
BE APRIL 4TH, 5TH,
6TH, AND 7TH
FROM 6PM -
8:30PM

A Lesson Before Dying

By Ernest J. Gaines

Significance Analysis of
Novel Elements

a

Bridge To Practice – Group Work

- Look at some of the sample texts you brought with you or look at some of the samples available in the digital resources.
- Work with some of your colleagues at your table to assess the literacy practices evidenced by the student work.



ANALYZE: Literacy Practices In Action



More of

Less of



More of +	Less of -

The Cycle of Assessment: *ACTION*

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

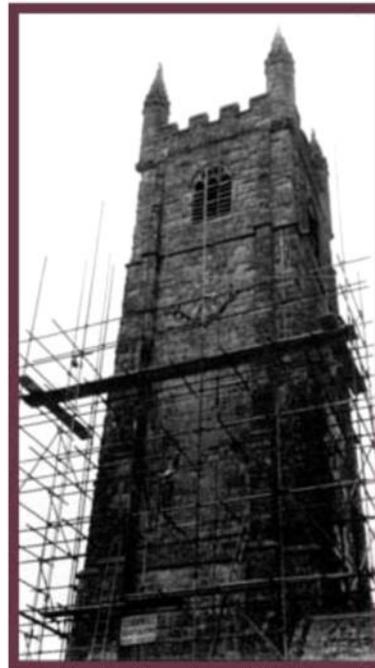


Image retrieved from <http://serc.carleton.edu/details/images/765.html>



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.

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Teacher Responsibility

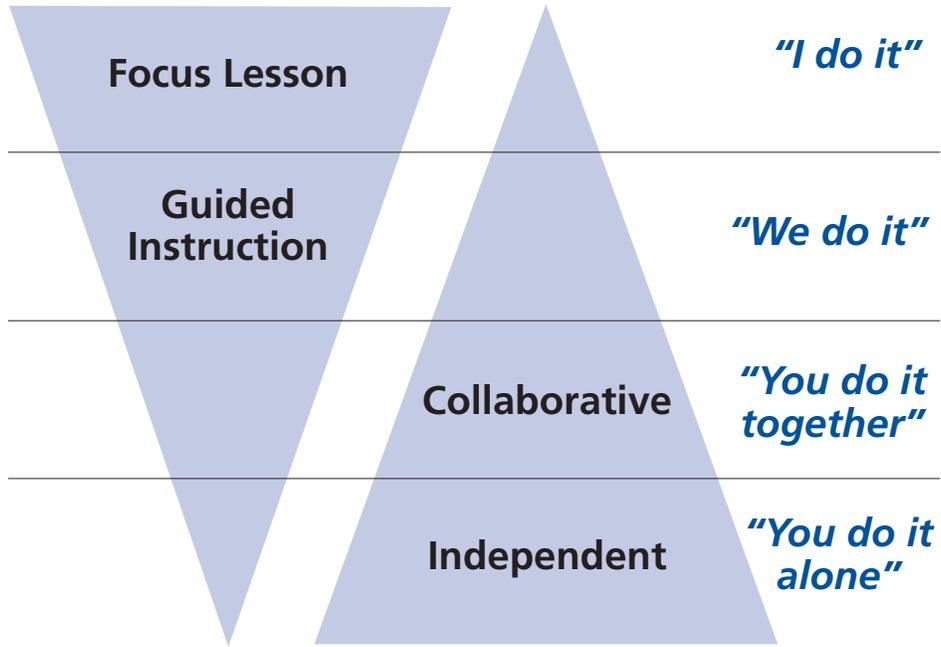
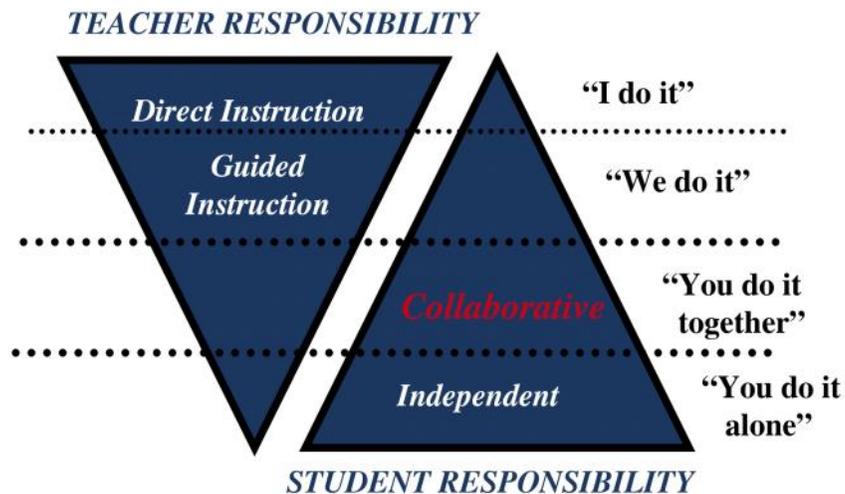


Figure 1

ACTION: Gradual Release

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:* Video Set Up**

You will watch this video and look for:

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

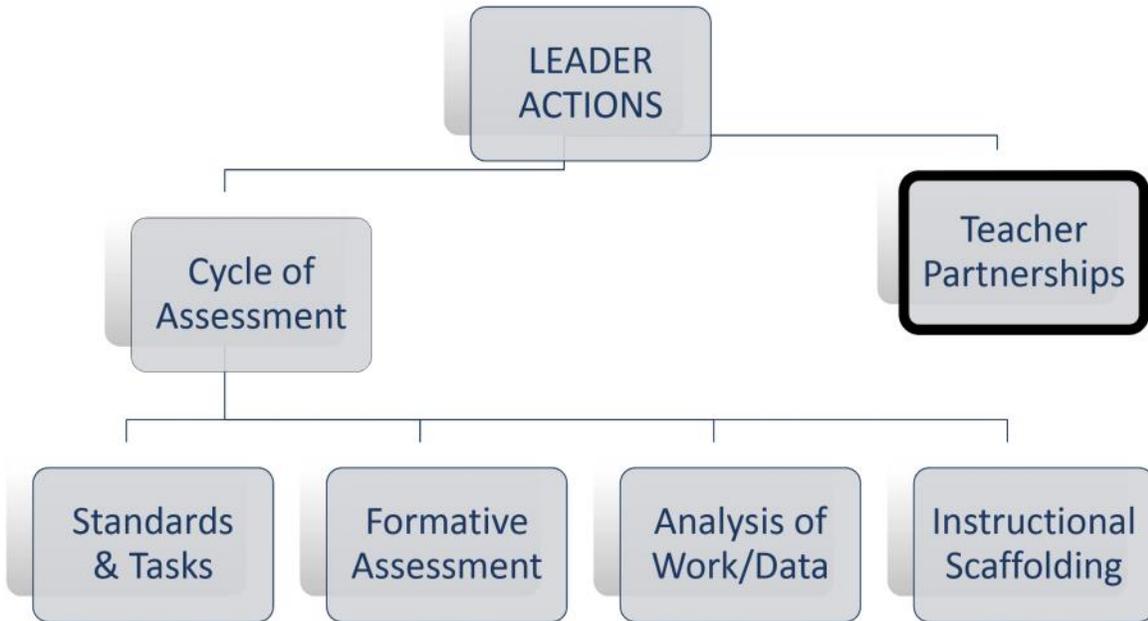


***ACTION:* Debrief Video**

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



Areas for Leader Actions



Building Teacher Capacity



TN

Teacher Partnerships

- Teachers 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/gpaenews/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.



EQUITABLE ACCESS TO EXCELLENT EDUCATORS

September 2015

Tennessee Department of Education

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Appendix 46

 Definitions

 Three Facts About TVAAS

 District Human Capital Data Report - Mock District

 District Equity Gap Report – Mock District

 Tennessee Education Association Feedback

Executive Summary

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:

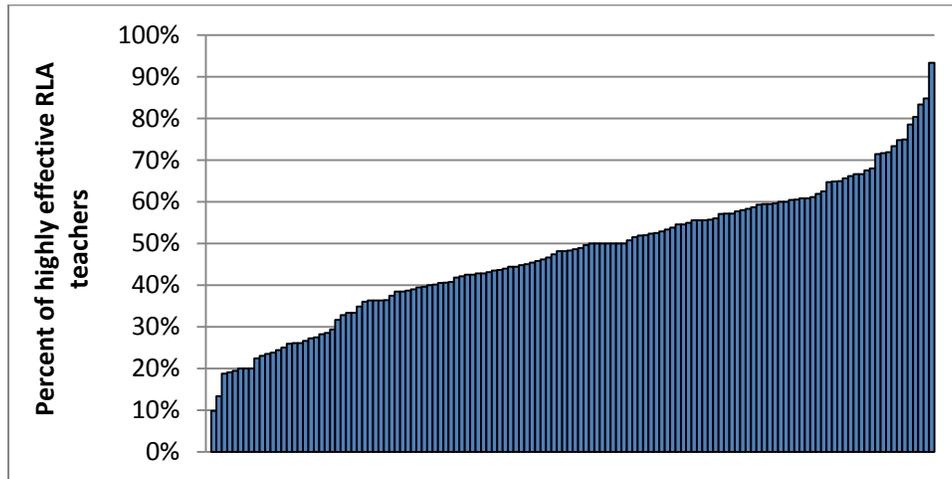
- Research shows that teachers have a greater impact on student achievement than any other in-school factor. Yet some students, in many instances the students who need good teaching the most, systematically do not have the same access to effective teaching.
- We believe this gap develops as a result 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.

Figure 1: District Supply of Effective Reading/Language Arts Teachers



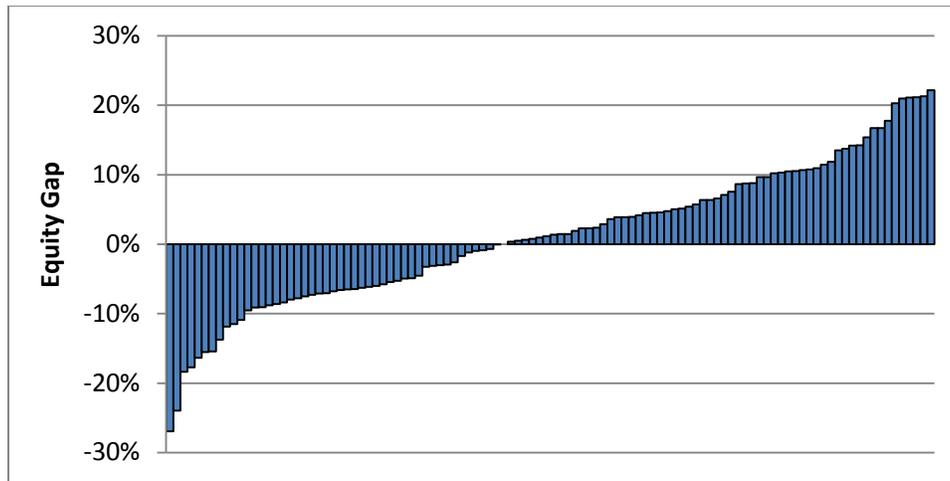
Each bar represents an individual district

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.

Figure 2: District-level Variation in the Distribution of Highly Effective Teachers



Each bar represents the size of the equity gap in a district.

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

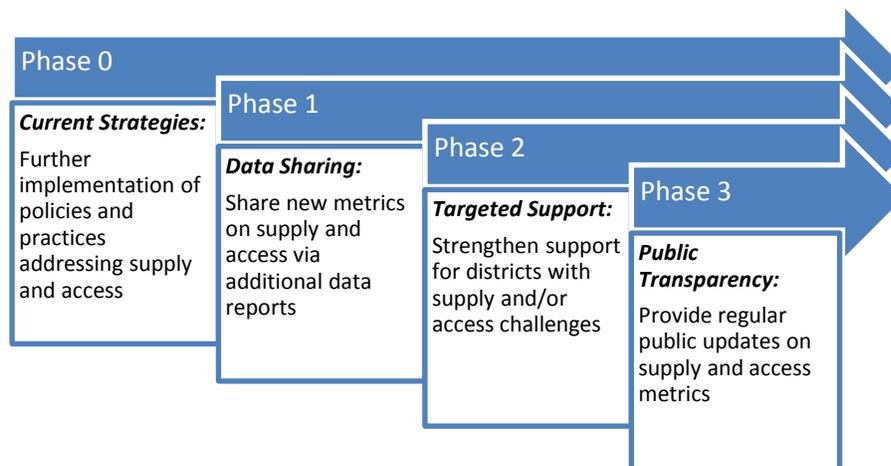
Given the variety of supply challenges and the size and type of equity gaps seen in our district data, we recognize that root causes will likely vary across districts. This is an area where we want to further engage stakeholders to understand the variety of root causes at the district level. We do anticipate, 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.

Figure 3: Equity Strategy Phases



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.

Introduction

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.

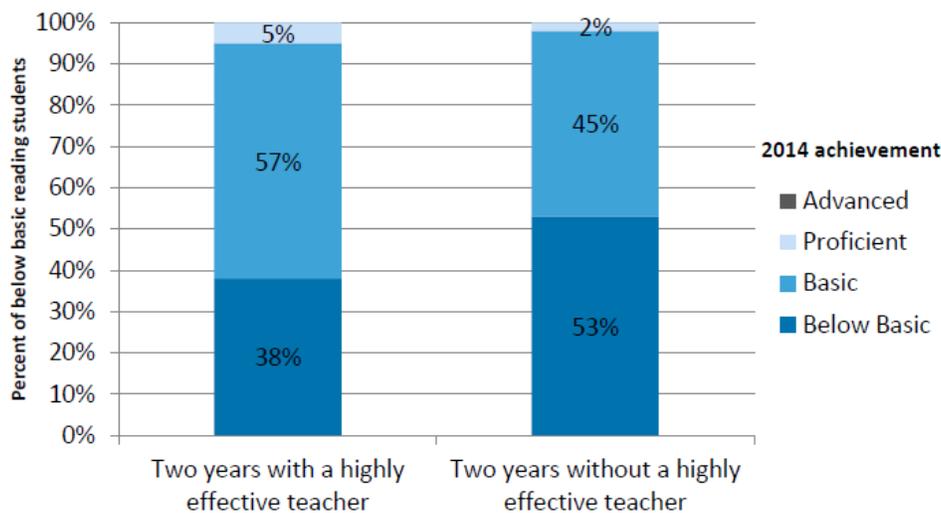
Theory of Action

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.

Figure 4: Highly Effective Teachers' Impact on Student Achievement



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.

Data and Performance

Defining the Issue

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.

Supply of Highly Effective Teachers

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.

Table 1: State Level Supply

Subject/Grade level	Percentage of Teachers with a 4 or 5 TVAAS score
Elementary	45%
7-12 Math	56%
7-12 English/Language Arts	43%
7-12 Science	42%
7-12 Social Studies	53%

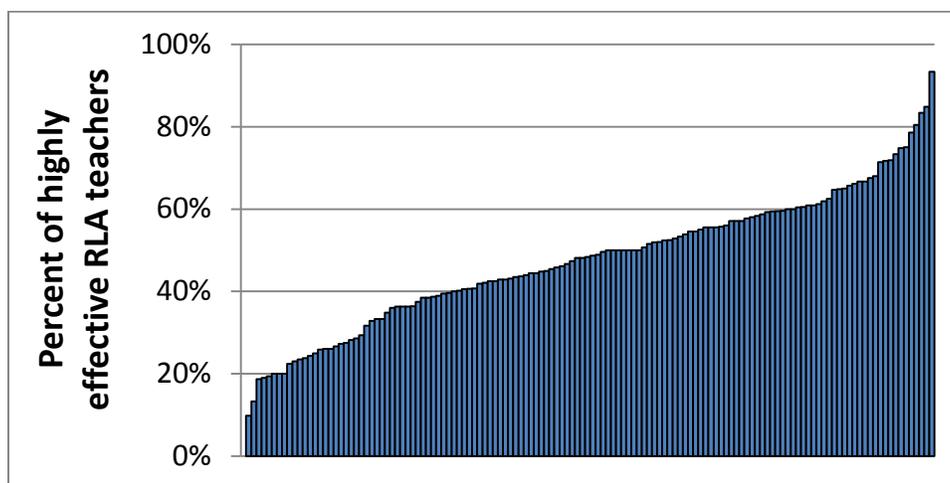
This data highlights that we must do more to address supply by focusing on the quality of both incoming teachers and providing supports for existing teachers to improve. In order to achieve our goals, we must increase the number of highly effective teachers available to our students. We also recognize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

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

District-level Variation in Supply

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.

Figure 5: District-level Variation in the Supply of Highly Effective RLA Teachers



Each bar represents a district.

Access to Highly Effective Teachers

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 2: Mathematics Equity Gaps

Subgroup	Comparison group	2014			2013		
		Percent of comparison group with access to a highly effective teacher	Percent of subgroup with access to a highly effective teacher	Size of equity gap	Percent of comparison group with access to a highly effective teacher	Percent of subgroup with access to a highly effective teacher	Size of equity gap
Low-income	Not low-income	60.8%	57.3%	3.5%	73.2%	69.3%	3.9%
Minority	Not minority	59.4%	57.5%	1.9%	72%	68.5%	3.5%
Advanced	Below Basic	59.8%	53.3%	6.5%	74.5%	67.9%	6.6%
Advanced, Low-income	Advanced, not Low-income	61.1%	57.2%	3.9%	76.4%	70.6%	5.8%

Table 3: Reading/Language Arts Equity Gaps

Subgroup	Comparison group	2014			2013		
		Percent of comparison group with access to a highly effective teacher	Percent of subgroup with access to a highly effective teacher	Size of equity gap	Percent of comparison group with access to a highly effective teacher	Percent of subgroup with access to a highly effective teacher	Size of equity gap
Low-income	Not low-income	30.3%	24%	6.3%	47	41.6	5.4%
Minority	Not minority	28.5%	23.0%	5.5%	43.9	44.3	-.4%
Advanced	Below Basic	22.6%	21.1%	1.5%	50.6	41.8	8.8%
Advanced, Low-income	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.

Within- and between-school gaps

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.

Figure 6: Effective Teaching Gap



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

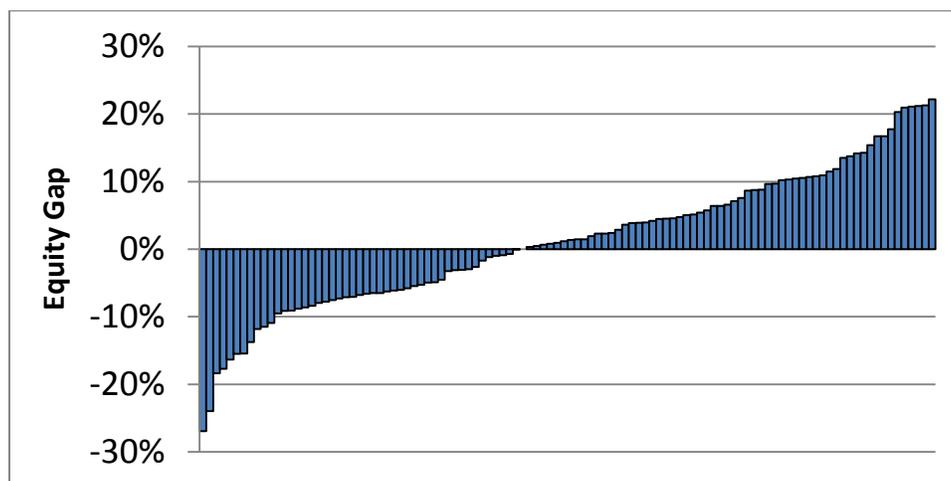
reading in 2012. If this assignment pattern occurred systemically, then this would be an example of a within-school gap.

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.

District-level variation in the distribution of highly effective teachers

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.

Figure 7: District-level Variation in the Distribution of Highly Effective Teachers

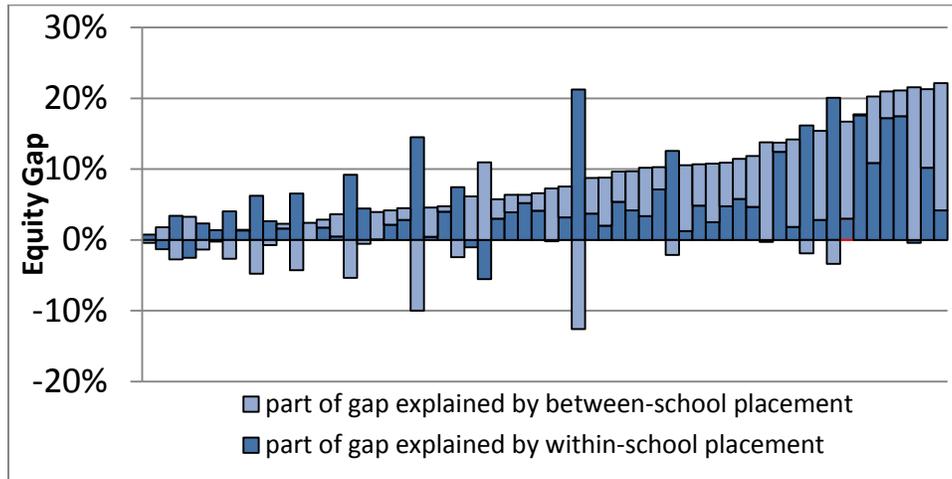


Each bar represents the size of the equity gap in a district.

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

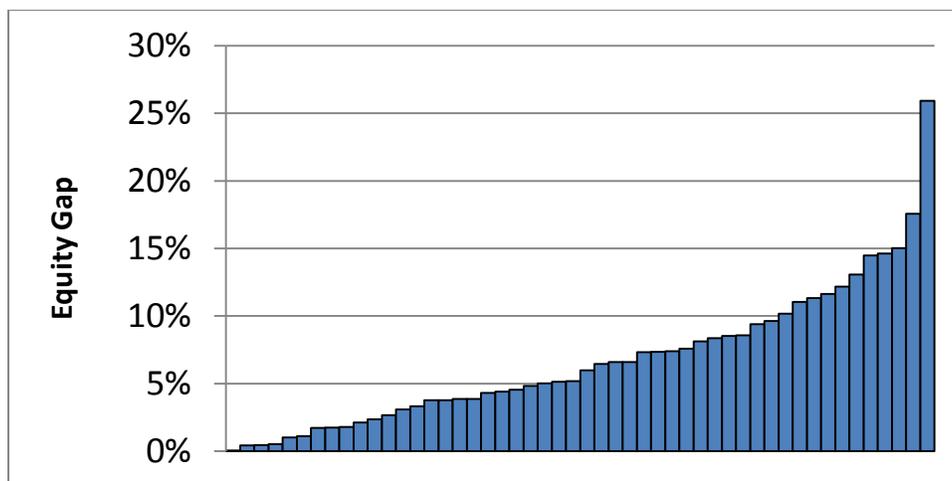
larger percentage of high-performing students than at those schools serving low-performing students. In other districts gaps were due to within-school placement, where low-performing students within a school have less access to highly effective teachers than their high-performing peers in the same school.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

Figure 8: Within and Between School 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).

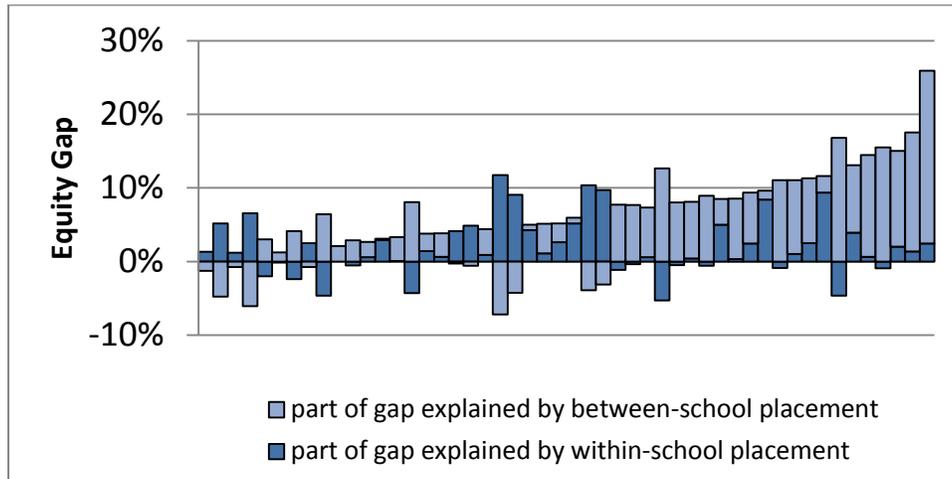
Figure 9: Equity Gap Between Low Income Students



Each bar represents the size of the equity gap in a district.

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.

Figure 10: Equity Gaps Between Low-Income and Not Low-Income Students



Assessing the Problem at the State and District Levels

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.

Additional Measures of Teacher Quality

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.

Table 4: Equity Gaps by Highly Qualified Teacher Status

Subgroup	Comparison group	Math 2014			Reading 2014		
		Percent of comparison group with access to a highly qualified teacher	Percent of subgroup with access to a highly qualified teacher	Size of equity gap	Percent of comparison group with access to a highly qualified teacher	Percent of subgroup with access to a highly qualified teacher	Size of equity gap
Low-income	Not low-income	99.9%	99.5%	0.4%	99.2%	98.9%	0.3%
Minority	Not minority	99.8%	99.7%	0.1%	99.2%	98.9%	0.3%
Below Basic	Advanced	98.8%	99.2%	-0.4%	99.9%	99.3%	0.6%

Table 5: Equity Gaps by In-Field Teaching Status

Subgroup	Comparison group	Math 2014			Reading 2014		
		Percent of comparison group with access to an in-field teacher	Percent of subgroup with access to an in-field teacher	Size of equity gap	Percent of comparison group with access to an in-field teacher	Percent of subgroup with access to an in-field teacher	Size of equity gap
Low-income	Not low-income	99.7%	99.9%	-0.2%	99.9%	99.8%	0.1%
Minority	Not minority	99.8%	99.8%	0%	99.9%	99.9%	0%
Below Basic	Advanced	99.6%	99.8%	-0.2%	100%	99.8%	0.2%

Table 6: Equity Gaps by Teacher Experience

Subgroup	Comparison group	Math 2014			Reading 2014		
		Percent of comparison group with access to an experienced teacher	Percent of subgroup with access to an experienced teacher	Size of equity gap	Percent of comparison group with access to an experienced teacher	Percent of subgroup with access to an experienced teacher	Size of equity gap
Low-income	Not low-income	80.1%	77.9%	2.2%	82.4%	79.7%	2.7%
Minority	Not minority	80.0%	75.9%	4.1%	82.0%	78.1%	3.9%
Below Basic	Advanced	80.5%	75.6%	4.9%	83.4%	78.0%	5.4%

Stakeholder Engagement

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.

Table 7: Stakeholder Groups

Directors	Supervisors & Principals	Teachers & Teacher Groups	Other Education Organizations
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

Root Cause Analysis

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

Strategies for Achieving Objectives

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.

Figure 11: Human Capital Continuum



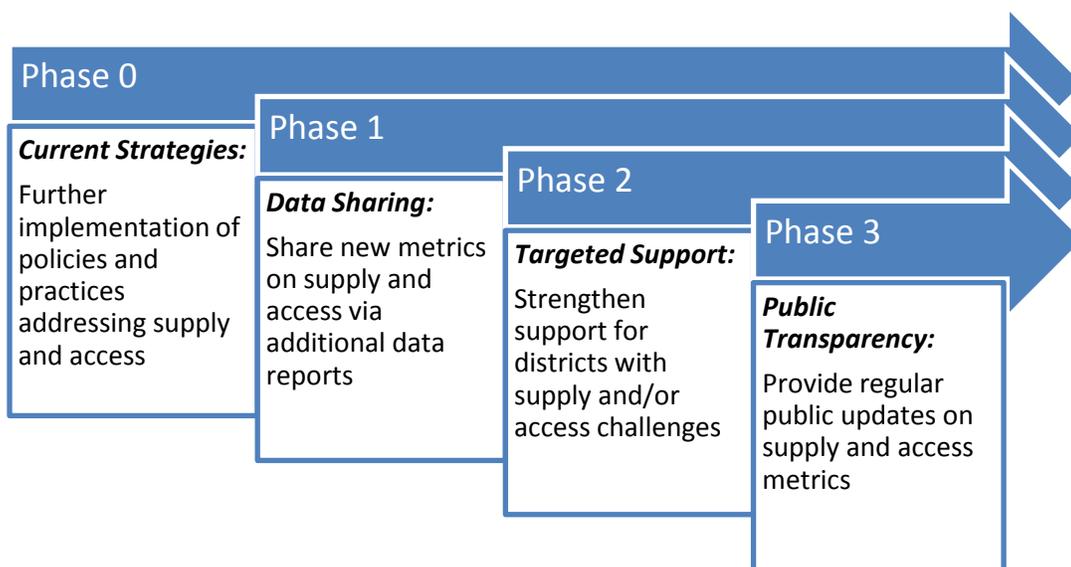
⁷ TDOE. Strategic Plan. 2011

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.

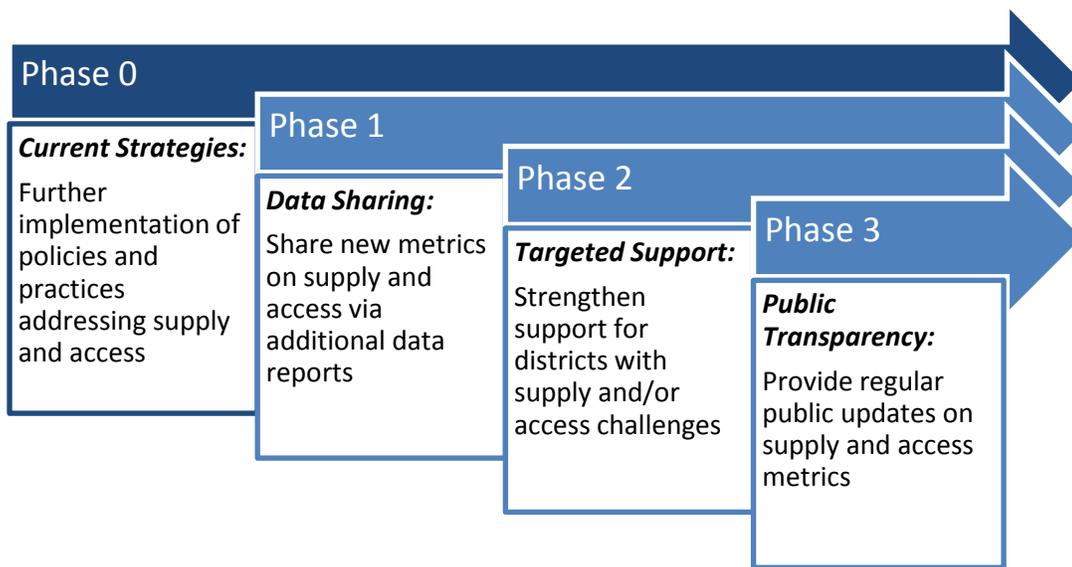
Figure 12: Equitable Access Strategy Sequence



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.

Phase 0: Current State Strategies



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.

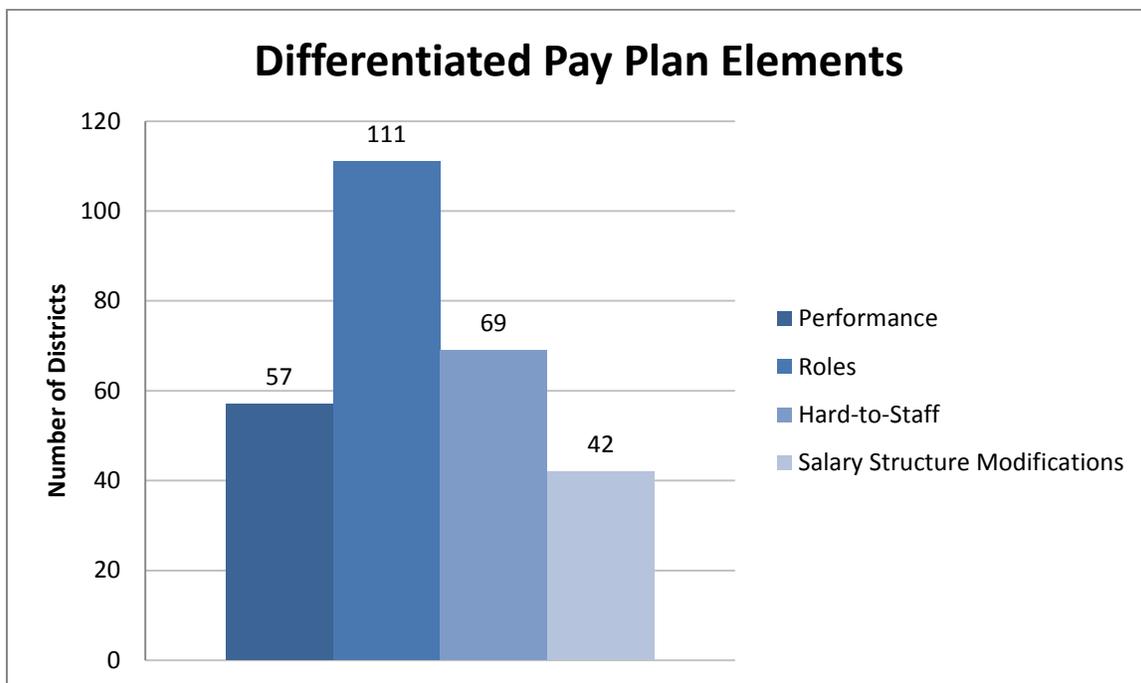
Compensation

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.

Figure 13: Summary of Differentiated Pay Plan Elements



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.

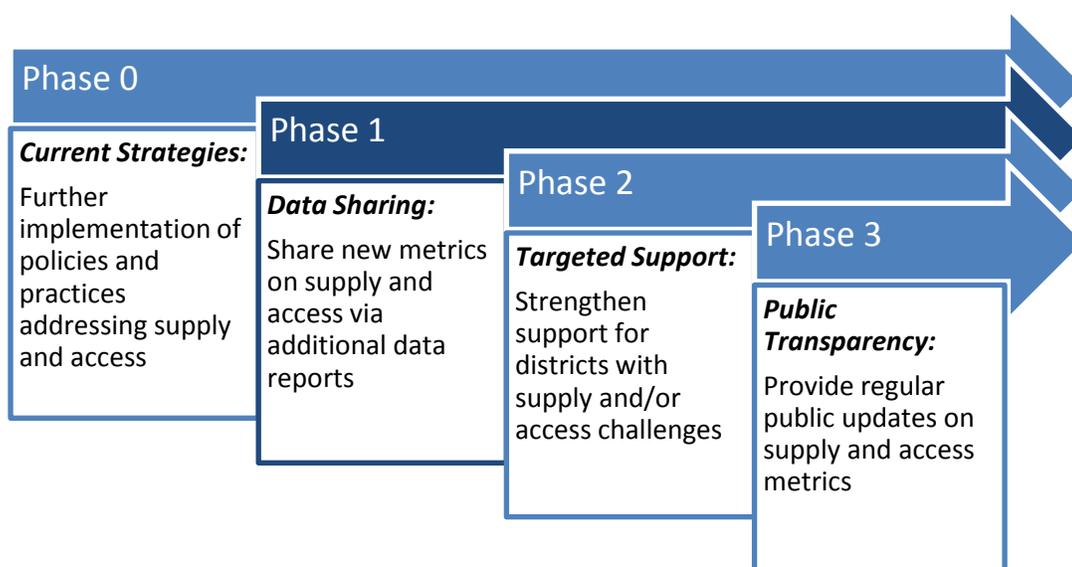
Participating districts implemented one of these strategies during the 2014-15 school year. Initially, the majority of participating districts selected the last of the three options listed above, the state plans to gather evidence about the impact of these strategies in the fall of 2015.

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.

Phase 1: Sharing Human Capital Data



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 measurable 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.

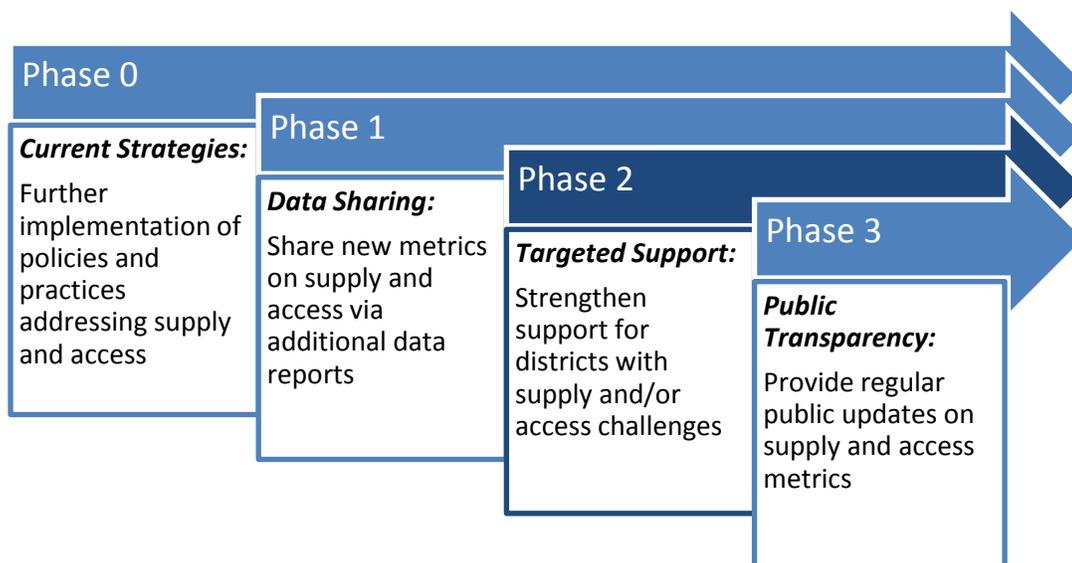
As mentioned previously in the stakeholder engagement section, the state has already developed a draft of this report for district feedback. This draft takes the first step at incorporating existing evaluation metrics, developing some new evaluation based data metrics like percentages of persistently 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.

Phase 2: Targeted Support



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.

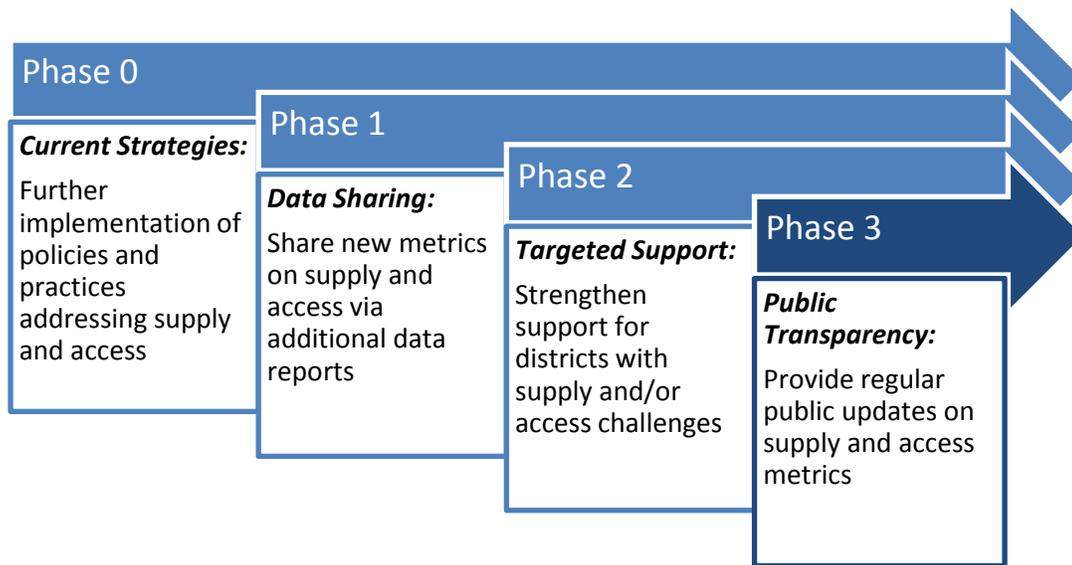
Identify and Scale Up Effective Local Initiatives

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.

Phase 3: Public Data Sharing



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

Definitions

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.

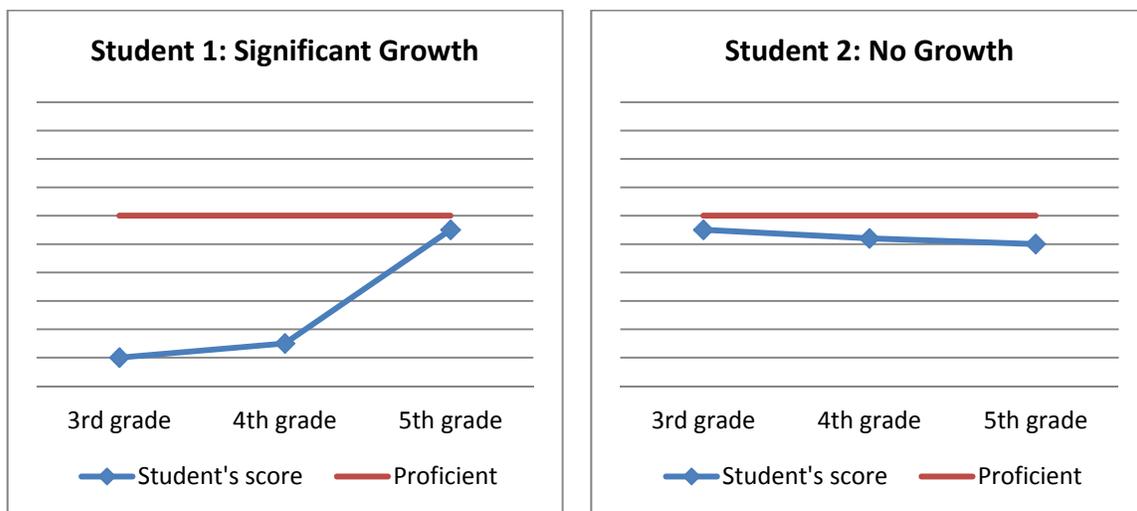
Out of Field – a status which occurs when an educator holding an Apprentice, Transitional, or Professional License is scheduled to teach more than one course or more than two sections of one course outside the area of endorsement.

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.

Three Facts about TVAAS

1. **TVAAS measures student *growth*, not whether the student is proficient on the state assessment.** 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' **achievement** (their score on the end of year assessment), as well as their **growth** (the progress students make year to year).



2. **Low-achieving students can grow and their teachers can earn strong TVAAS scores.** 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. **High-achieving students can grow and their teachers can earn strong TVAAS scores.** 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.

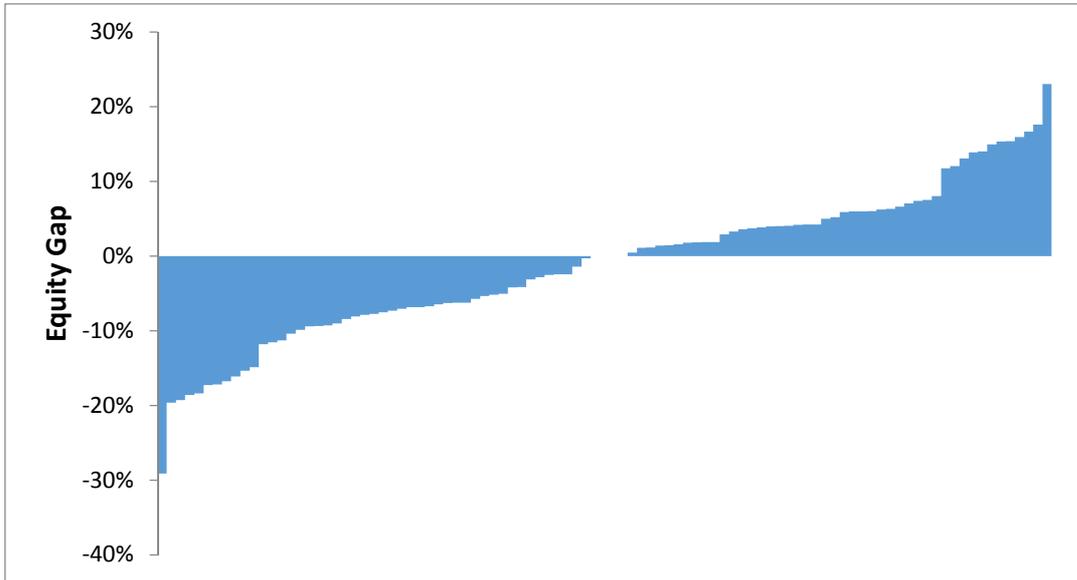
³ *Unannounced Observation*: Observation-1 hr., Post-Conference-0.5 hrs.

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

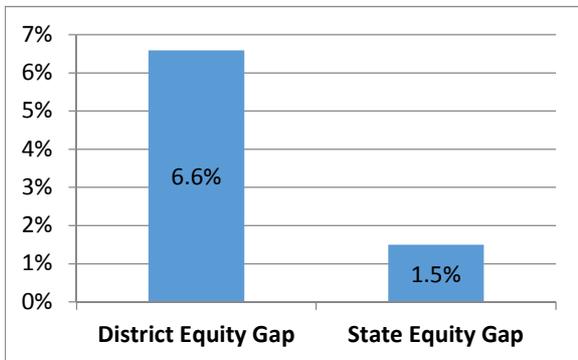
District: District A

Subject: Reading

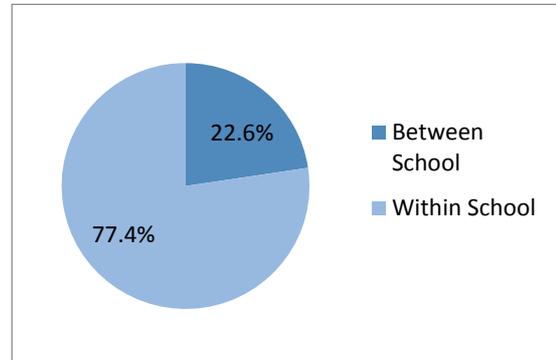
Grades: 4-8



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.

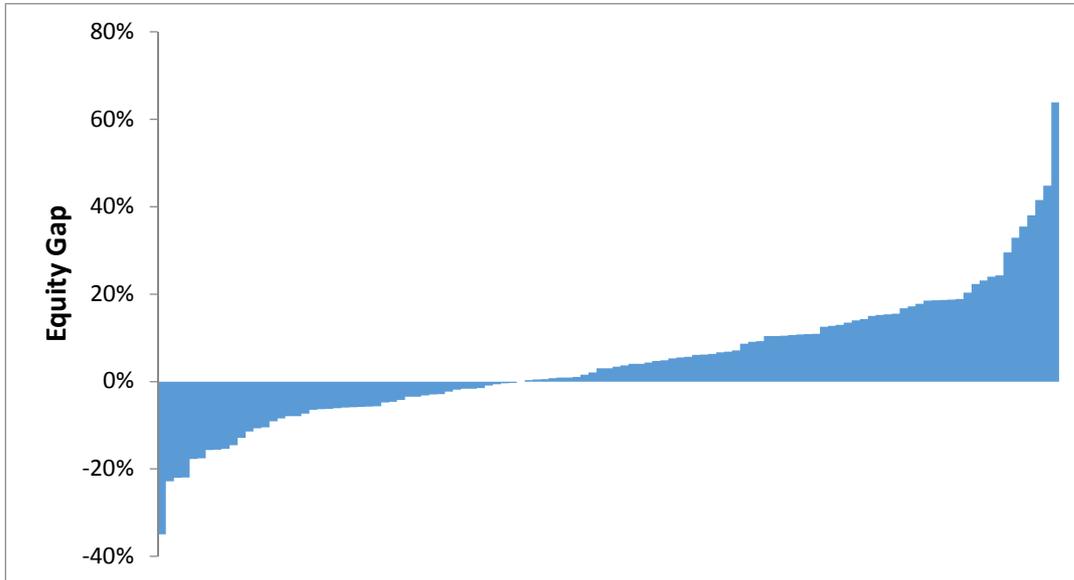


The above graph displays the portions of your RLA equity gap that are explained by within and between school placement. When a positive equity gap is mostly explained by within school placement it means that highly effective RLA teachers in the district are located throughout the schools in the district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

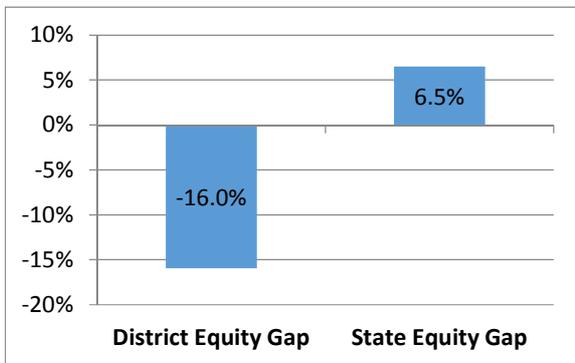
District: District A

Subject: Math

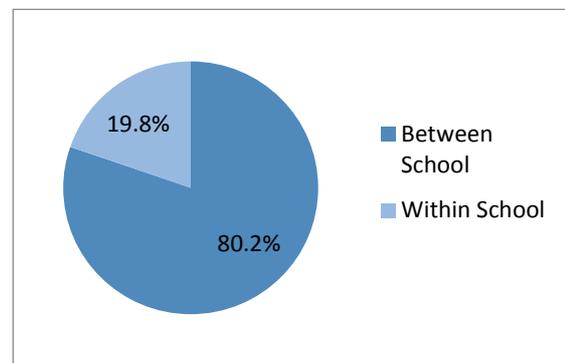
Grades: 4-8



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,

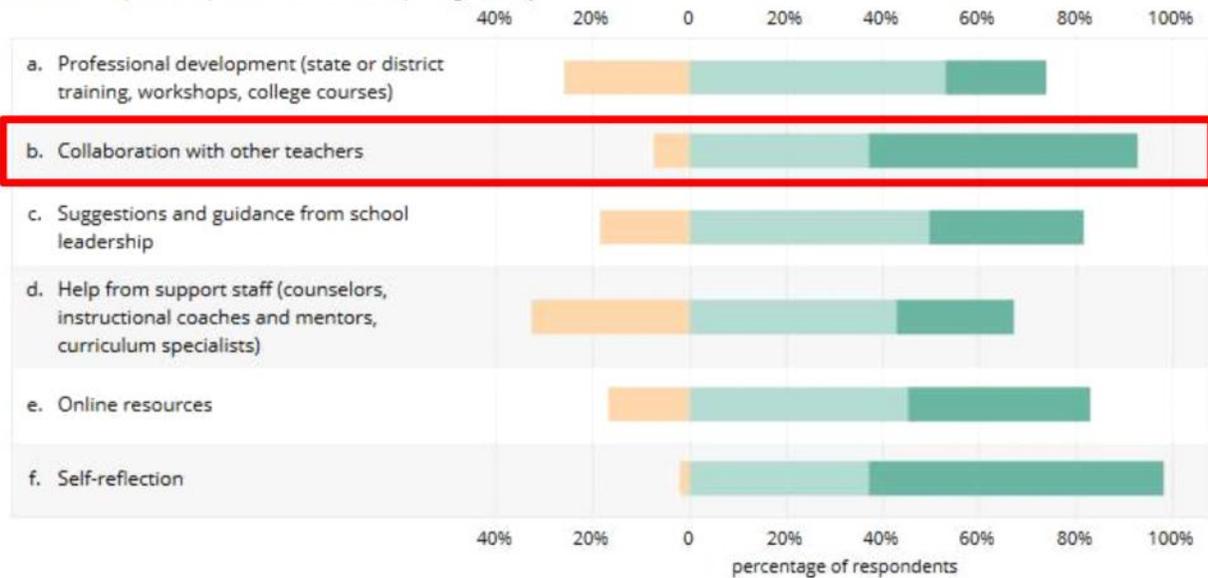
A handwritten signature in cursive script that reads "Barbara L. Gray". The signature is written in black ink and is positioned below the word "Sincerely,".

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 Results](#)

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.”

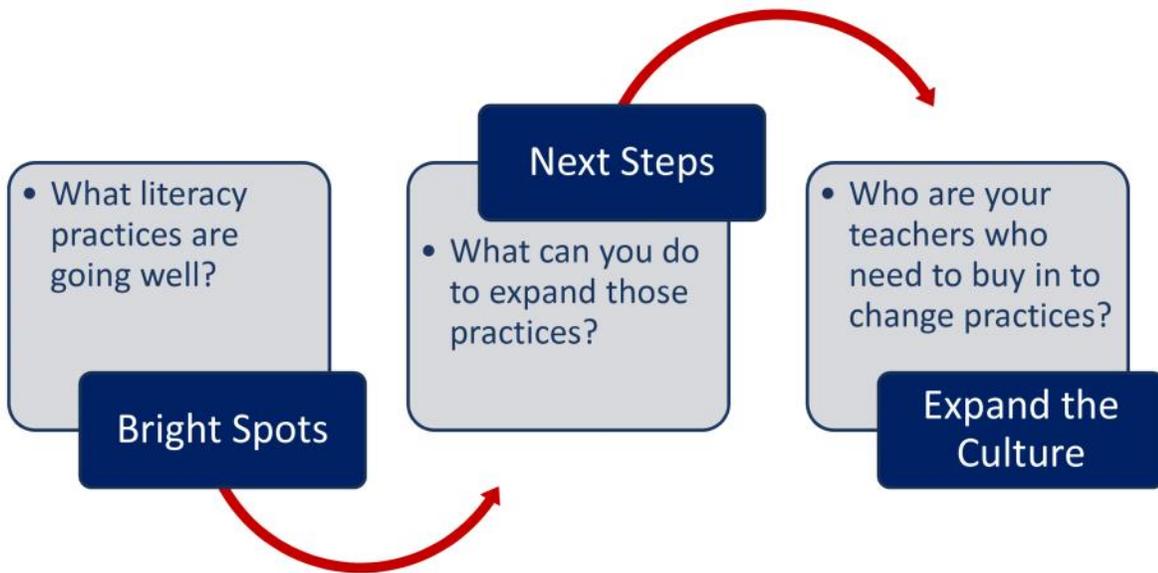


Partnerships Planning

Literacy Practices	Level of Practice	Use as an Exemplar/ Model for others	Provide Feedback and peer observation	Encourage Partnership
Look fors in all content area classrooms				
Back ground Knowledge addressed (content background ie. Tone, periodic table, mercenary) •Vocab and concept front loading •Models to access content knowledge and content specific academic language				
Texts are topically appropriate, high quality and require time in text, and meet purpose of lesson outcome. (Provide multiple access points for student learner need)				
Engage in Interactive reading to promote thoughtful discussions and provide scaffolded reading supports.				
Students are engaged in the thinking and the productive struggle of the work. Teacher is using gradual release strategies to support varied student needs.				
Expression of new ideas are explicitly designed in learning outcomes and require students to communicate in writing or orally. (ie. Writings, Socratic Seminars, Presentations)				

Literacy Practices	Level of Practice	Use as an Exemplar/ Model for others	Provide Feedback and peer observation	Encourage Partnership
Look fors in all content area classrooms				
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Texts are topically appropriate, high quality and require time in text, and meet purpose of lesson outcome. (Provide multiple access points for student learner need)				
Thoughtful Discussions				
Students are engaged in the thinking and the productive struggle of the work. Teacher is using gradual release strategies to support varied student needs.				
Expression of New Ideas are explicitly designed in learning outcomes and require students to communicate in writing or orally. (ie. Writings, Socratic Seminars, Presentations)				

Next Steps and Reflection





**Key Question 4: What does it take to
create a Literacy Culture at your
school?**

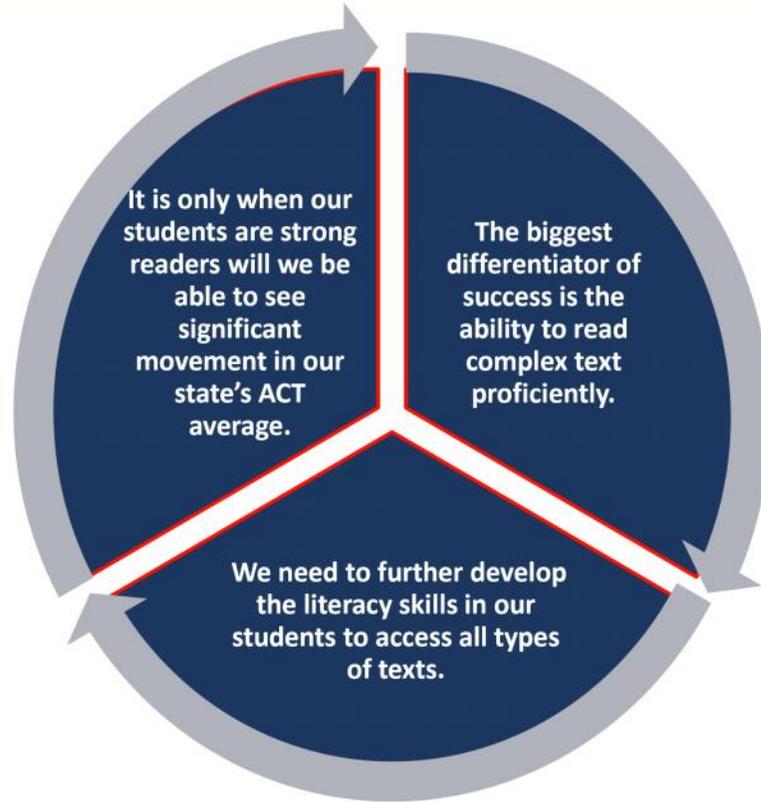
What does ACT ask our students to do?

*"The biggest differentiator of success for our students on the ACT, is **the ability to read complex text proficiently**. We know that the majority of passages on the ACT are nonfiction/informational texts. Because of this, we need to **further develop the literacy skills in our students to access all types of texts**. Strong reading, fluency, comprehension, and stamina should be encompassed in our classrooms every day. **It is only when our students are strong readers will we be able to see significant movement in our state's ACT average**, signaling that Tennessee students are ready for the challenges of college and the workforce."*

-Commissioner Candice McQueen

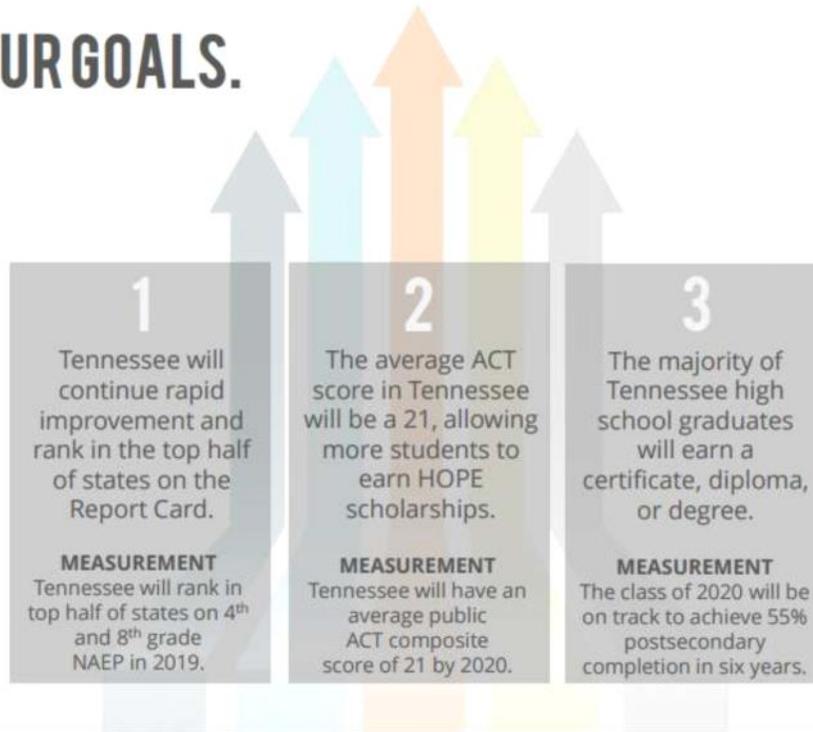


The impact of literacy-The Urgency



TDOE has set three goals for all children in Tennessee.

OUR GOALS.

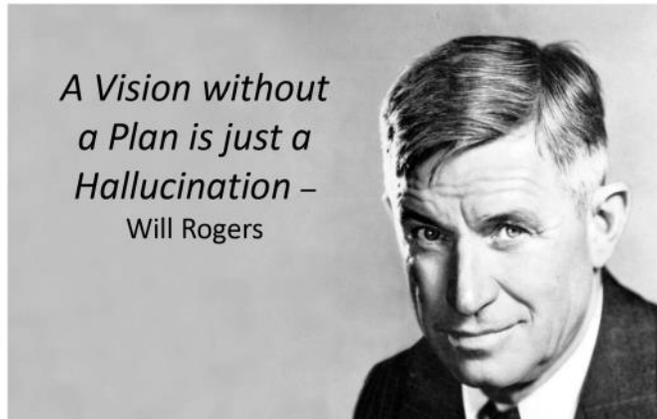


ACT Ready – Make the SWITCH

- As educators, we set goals for our students to attain a score of 21 or higher, what are we really saying to students, to families, to their post secondary opportunities?
- We are really saying that we are committing to presenting students with appropriately-complex informational and literary texts at each grade level.
- Students can successfully interact with complex texts to discern meaning, make inferences, and synthesize information.



How do we create actionable change?



What are your goals?

- Where are you now?
- Where are you going?
- How will you get there?



HOW TO MAKE A SWITCH

For things to change, somebody somewhere has to start acting differently. Maybe it's you, maybe it's your team.

Picture that person (or people).

Each has an emotional Elephant side and a rational Rider side. You've got to reach both. And you've also got to clear the way for them to succeed. In short, you must do three things:

➔ **DIRECT** the Rider

FOLLOW THE BRIGHT SPOTS. Investigate what's working and clone it. [Jerry Sternin in Vietnam, solutions-focused therapy]

SCRIPT THE CRITICAL MOVES. Don't think big picture, think in terms of specific behaviors. [1% milk, four rules at the Brazilian railroad]

POINT TO THE DESTINATION. Change is easier when you know where you're going and why it's worth it. ["You'll be third graders soon," "No dry holes" at BP]

➔ **MOTIVATE** the Elephant

FIND THE FEELING. Knowing something isn't enough to cause change. Make people feel something. [Piling gloves on the table, the chemotherapy video game, Robyn Waters's demos at Target]

SHRINK THE CHANGE. Break down the change until it no longer spooks the Elephant. [The 5-Minute Room Rescue, procurement reform]

GROW YOUR PEOPLE. Cultivate a sense of identity and instill the growth mindset. [Brasilata's "inventors," junior-high math kids' turnaround]

➔ **SHAPE** the Path

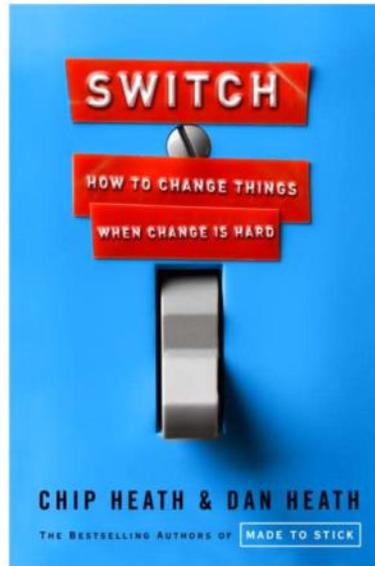
TWEAK THE ENVIRONMENT. When the situation changes, the behavior changes. So change the situation. [Throwing out the phone system at Rackspace, 1-Click ordering, simplifying the online time sheet]

BUILD HABITS. When behavior is habitual, it's "free"—it doesn't tax the Rider. Look for ways to encourage habits. [Setting "action triggers," eating two bowls of soup while dieting, using checklists]

RALLY THE HERD. Behavior is contagious. Help it spread. ["Fataki" in Tanzania, "free spaces" in hospitals, seeding the tip jar]

How to Make a SWITCH

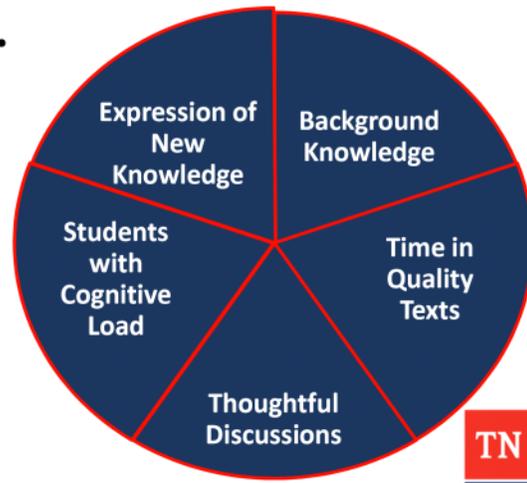
Switch: How to Change Things When Change is Hard
by Chip and Dan Heath



How to Make a SWITCH

How?

- Follow the bright spots.
- **Script the critical moves.**
- **Point to the destination.**



How to Make a SWITCH

Tapping into emotion:

- Find the feeling.
- Shrink the change.
- **Grow your people.**



How to Make a SWITCH

Shaping the Path

- Tweak the environment.
- **Build habits.**
- Rally the herd.



Goal Setting Activity

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?

TN

Switch Literacy Action Plan

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?	

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

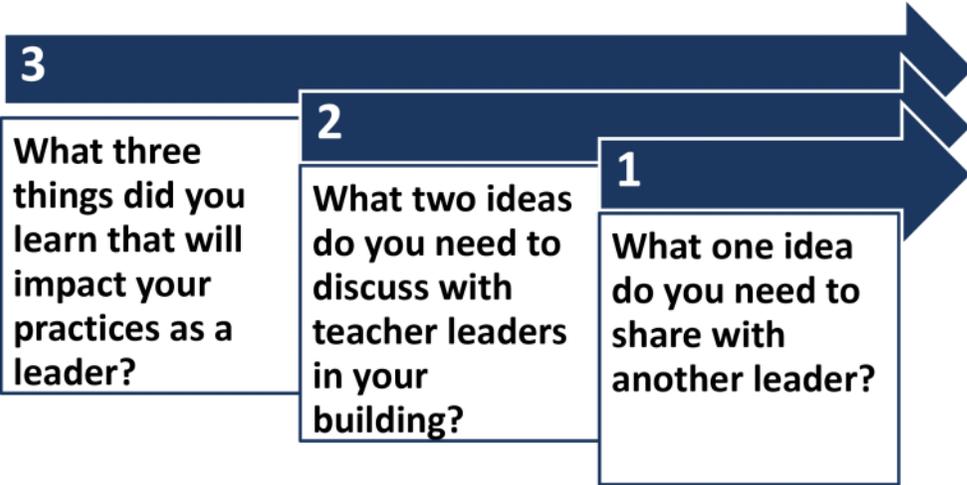


What is your plan? When do you begin?

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



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.

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.

[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, centered within a red square. A thin blue horizontal line is positioned directly below the red square.