

# *First Steps*

Third Annual  
Reading Event  
and Report  
Release

April 25, 2018



**TN**

Department of  
**Education**

# Cathy Whitehead

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Director of Educator Engagement  
2015 Tennessee Teacher of the Year

# Dr. Laura Booker

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Executive Director of Research

# READ TO BE READY

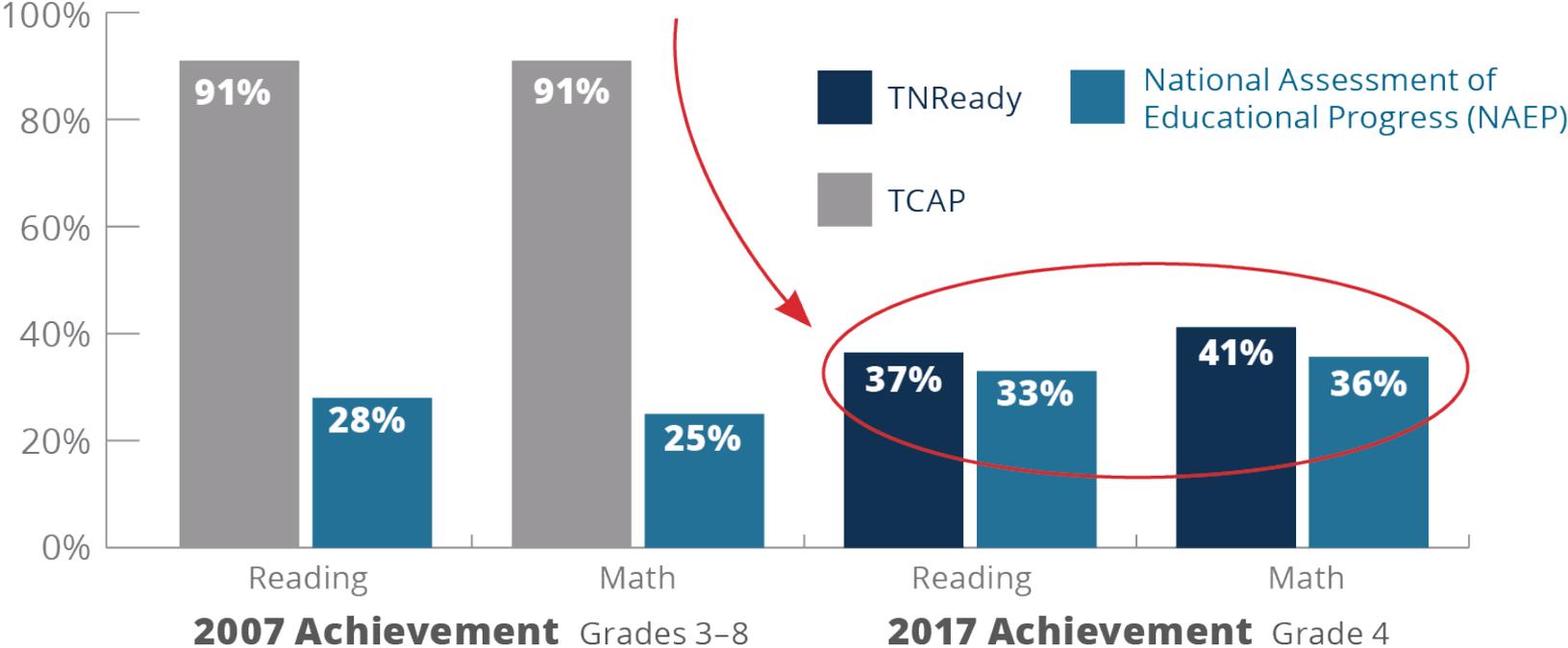


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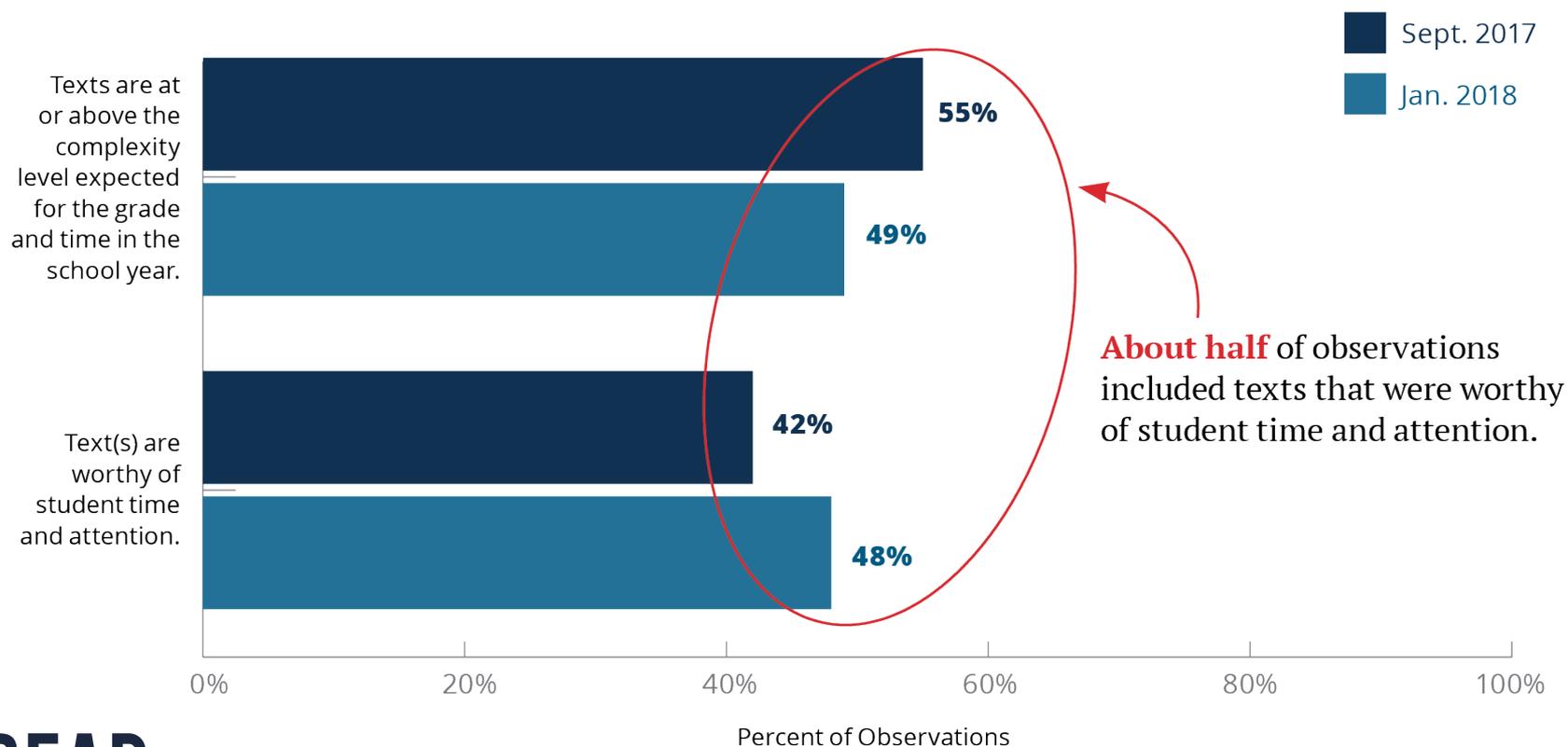
**75 percent of Tennessee students  
reading on grade level by 2025**

# From the baseline year of our redesigned state assessments . . .

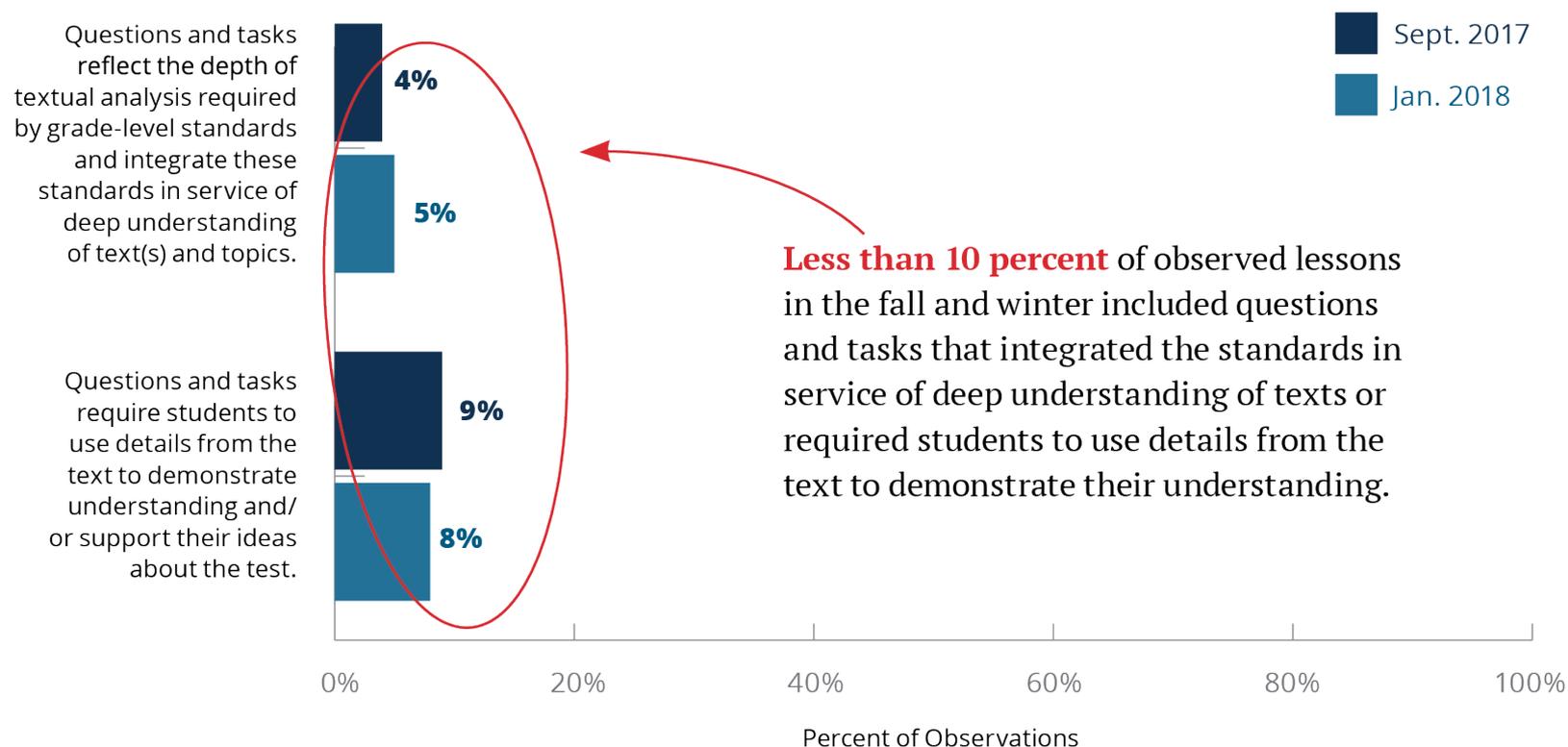
Student performance on **TNReady** in 2016–17 mirrors the level of readiness demonstrated by Tennessee students on **national tests**.



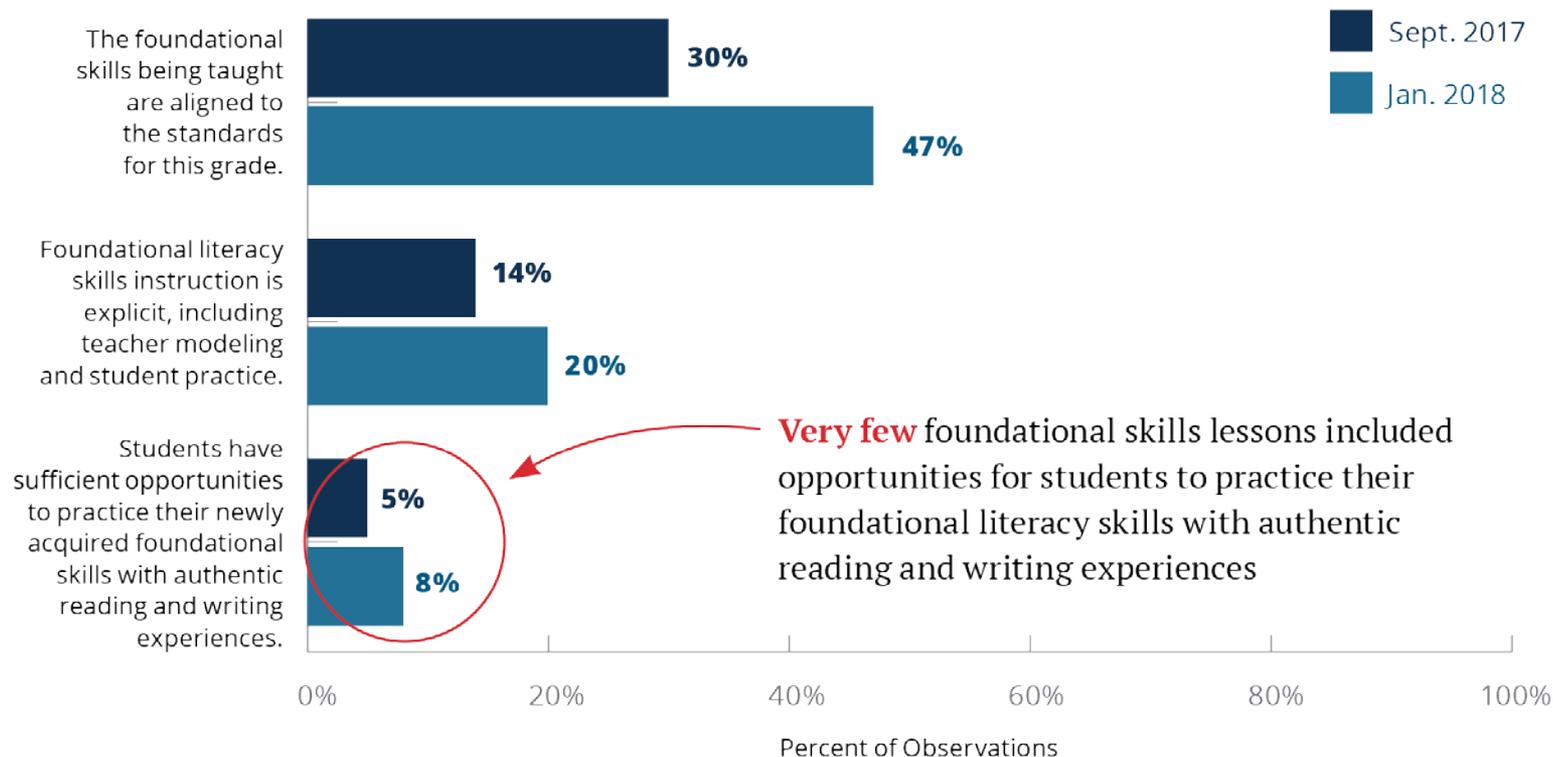
# From observations of classrooms across the state . . .



# From observations of classrooms across the state . . .



# From observations of classrooms across the state . . .



# From teacher responses to the educator survey and anecdotal stories of our work . . .

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*“I’ve been teaching third grade a long time. This is the first year my kids will walk away with a clear understanding of the solar system.”*

*“I am over-the-moon in love with our Read to be Ready initiative and the way that it has transformed my teaching.”*

# We have many reasons to expect improvements in both our teachers' instruction and students' learning in future years.

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- Surveys of district coaches indicate strong improvements in coach knowledge
- District participating in the Coaching Network and the Tennessee Early Literacy Network show more progress on our instructional priority areas
- Districts are using TLiT as a “north star” to guide their work
- Eleven districts are piloting strong materials through LIFT
- About 8,000 students attending summer reading camps and saw improvements in reading accuracy and comprehension
- Education preparation providers (EPPs) are aligning their programs to new standards and TLiT

# Ashley Kelley & Beth Davidson

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NW Reading Coach Consultant

Grade 2 Teacher  
Martin Primary School  
Weakley County



offspring. Offspring is when an animal  
lays eggs than a baby. Last, the eggs hatch.  
The way they react to predators is  
they they swim to a warm current.  
Current is a thing that takes things far  
away. Now lets go see the lion. Here is  
Jesus, Hunter, and their baby boy Denis.  
So Jesus just had offspring and  
Darwin is learning how to break  
up an organism before come  
most words. Now lets talk about their life  
cycle. First, the lion is born. Next, its  
a juvenile. A juvenile is not an adult  
yet, but not a adult, its an adult  
and have offspring. Oh, there's you  
teacher you better go and hope  
we come again. Good-bye!

# First Steps Panel

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# Panelists

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- Moderator: Dr. Vicki Kirk
  - Deputy Commissioner and Chief Academic Officer
- Becky Cox
  - Executive Director of Literacy
- Beth Davidson
  - Grade 2 teacher in Weakley County at Martin Primary
- Dr. Tracy McAbee
  - Principal in Polk County at Benton Elementary
- Dr. Penny Thompson
  - Instructional Supervisor in Lebanon Special School District

# Dr. Candice McQueen

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Commissioner of Education



*Empowering educators  
with strong materials*

# Our Goal

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**READ TO BE  
READY**



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

# What we know.

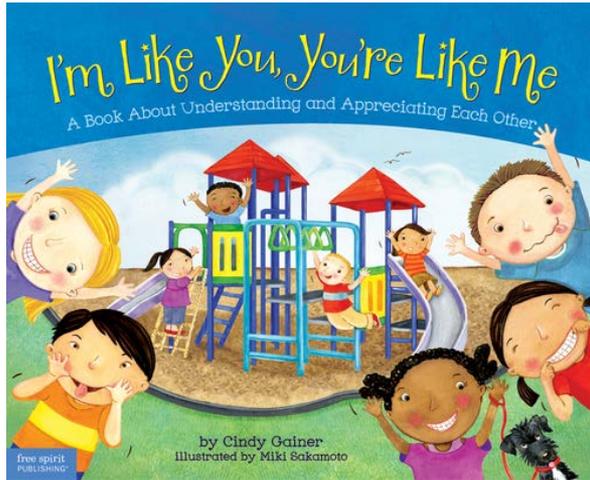
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- This work is really hard.
- We must keep going.
- We need better resources to do this well.



# Observed texts meet the quantitative quality, but they are not part of a broader text set.

## OBSERVED GRADE K IRA TEXT

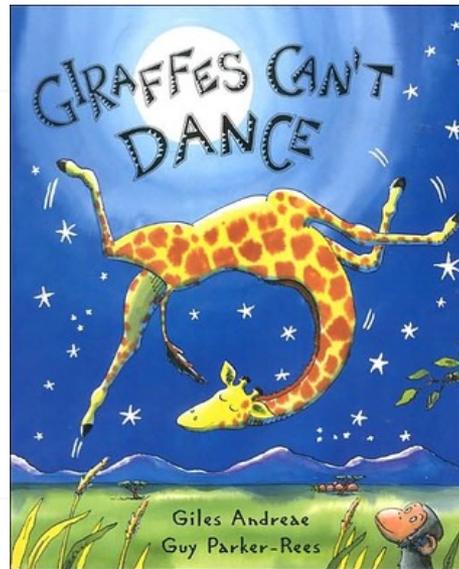


- ✓ Quantitatively complex (440L)

**READ TO BE  
READY**

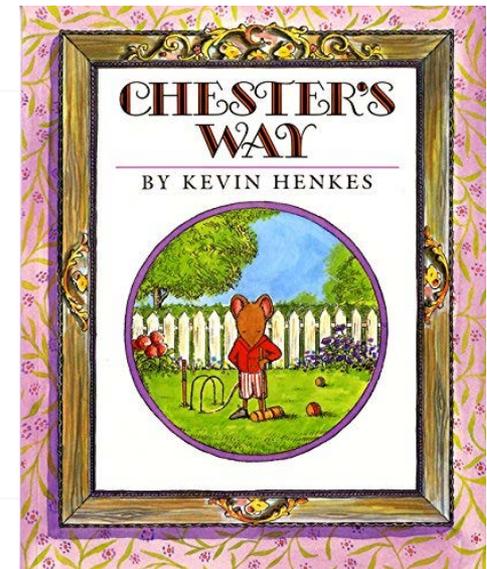
Building thinkers in Tennessee

## OBSERVED GRADE 1 IRA TEXT



- ✓ Quantitatively complex (570L)

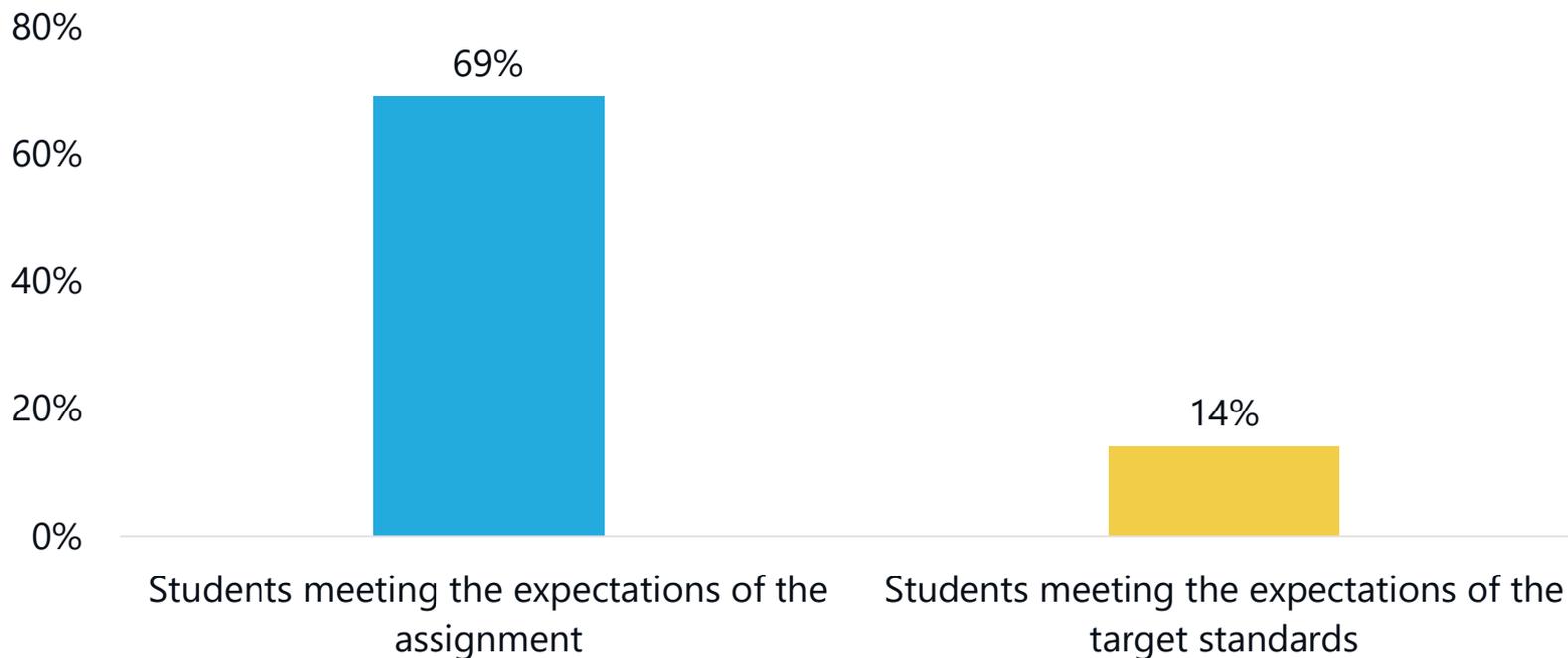
## OBSERVED GRADE 2 IRA TEXT



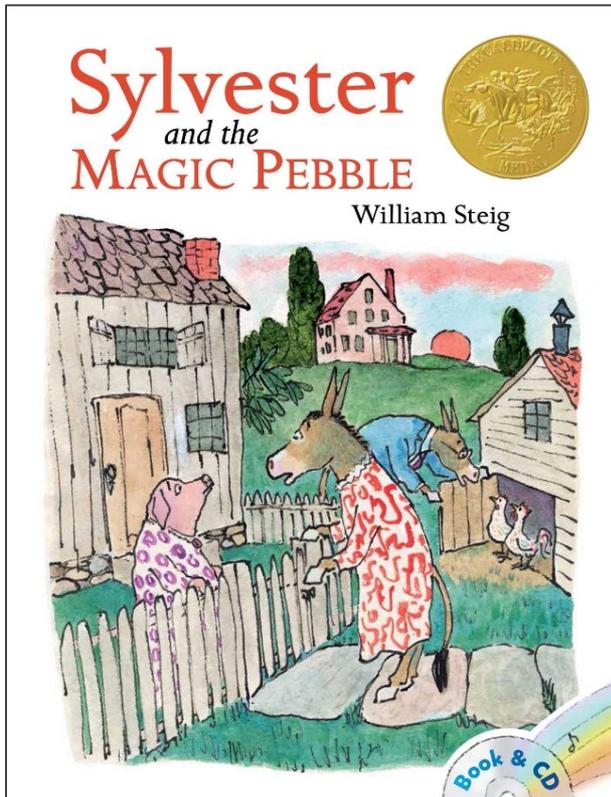
- ✓ Quantitatively complex (570L)

# Task expectations did not align to standards.

While students are successfully completing classroom tasks, the tasks rarely reflect the true demands of the standards.



# Here is an example of an observed task.

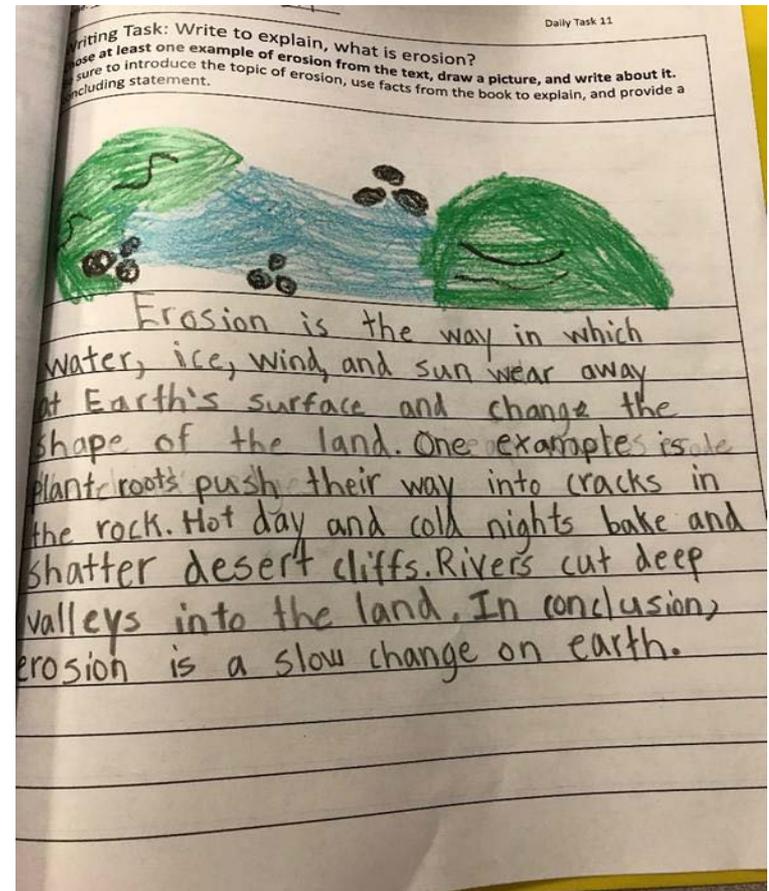
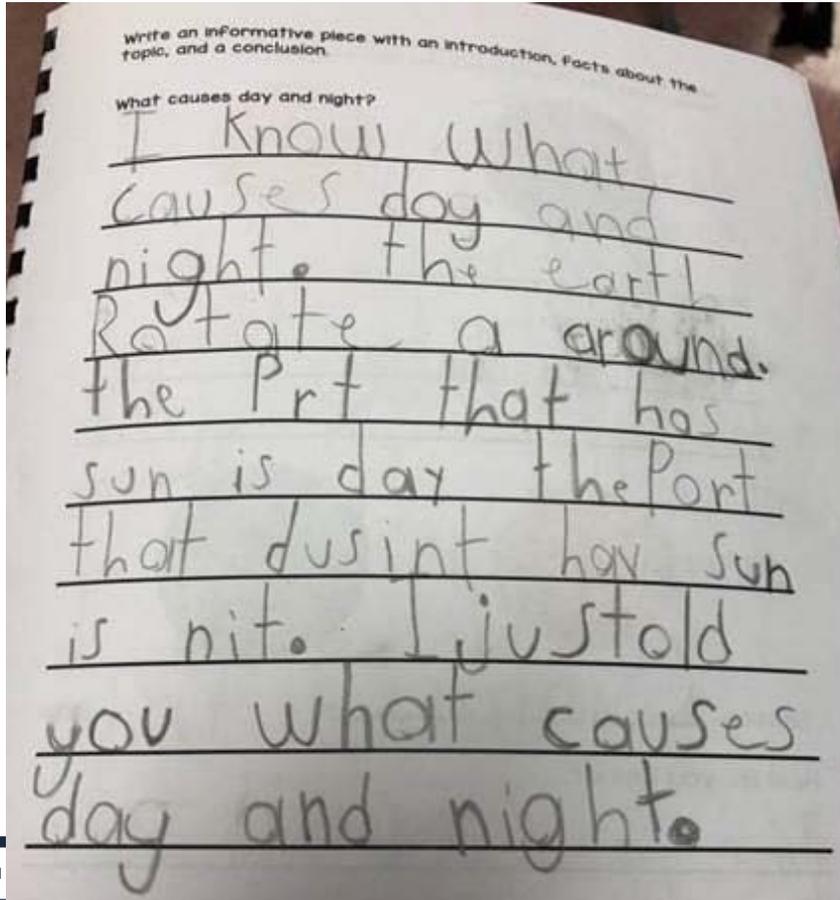


Point of View	
Discuss one character's point of view.	Sylvester felt unhappy because he turned into a rock.
Discuss another character's point of view.	Mrs Danken felt sad when Sylvester turned into a rock. Oh how I wish Sylvester can be with us she said.
How are these points of view different?	Mr Danken felt the same thing as Mrs Danken. Let's cheer up. he said.

# Unit Starters increased expectations.

## Grade 1

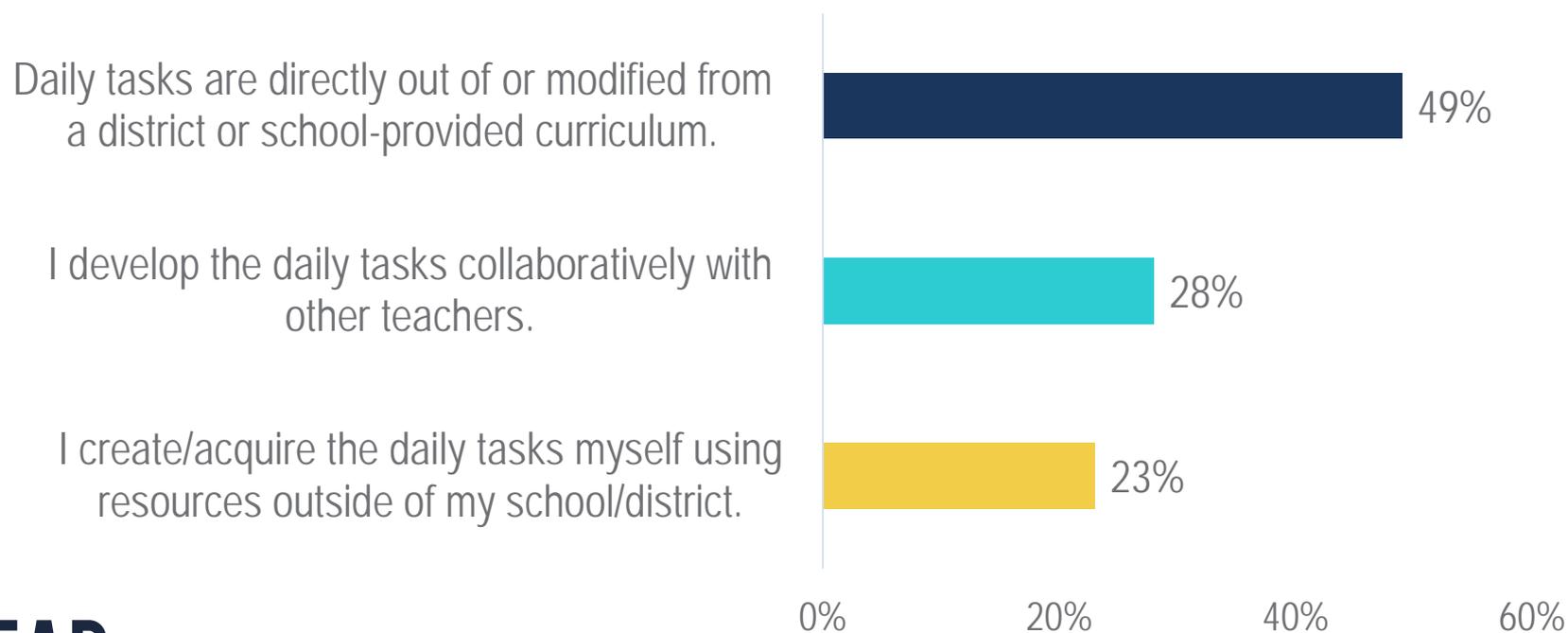
## Grade 2



# Educators note that creating daily tasks that meet expectations is a challenge.

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Which of the following best describes the daily tasks in your literacy block?



# Resources matter because they help:

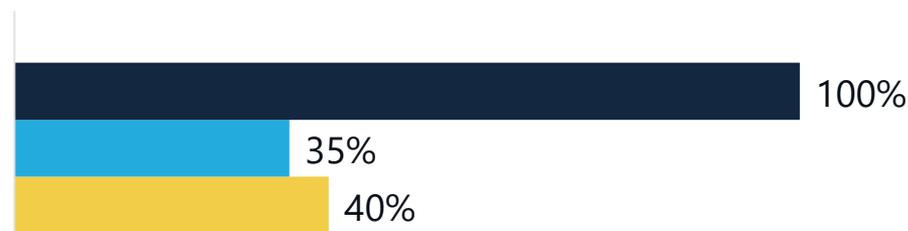
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- Build teachers' content knowledge
- Provide suggestions for adaptations of lessons while still meeting the intent of the standards
- Support in-class instruction and differentiation
- Offer structures to maximize the effectiveness of collaborative planning

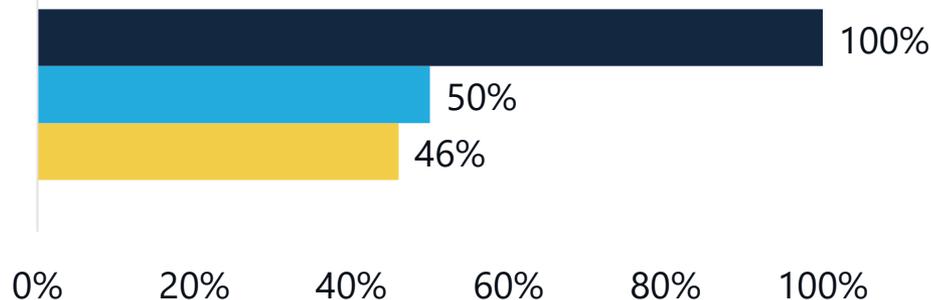
# When purchased materials meet expectations, teachers use them.

- Purchased materials that meet expectations
- Other purchased materials
- Teacher created materials

The text(s) are worthy of student time and attention.



The text(s) are at or above the complexity level expected for the grade and time in the school year.



# Quality materials can support better questions and student tasks.

The text(s) are at or above the complexity level expected for the grade and time in the school year.



The text(s) are worthy of student time and attention.



Questions and tasks reflect the depth of textual analysis required by grade-level standards.



Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events, and/or details.



0% 20% 40% 60% 80% 100%

■ Pre-implementation ■ During implementation

# Educators need professional learning opportunities connected to new resources to be effective.

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- Teachers' perception of curriculum quality is greater when professional learning is a part of implementation.
- Providing professional development to teachers on how to implement new materials leads to higher-quality implementation.

In order to meet our Read to Be Ready goals, we must prioritize resources.

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We are proud to launch Ready  
with Resources today



**READY** WITH  
**RESOURCES**

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Empowering educators  
with strong materials

# Unit Starters

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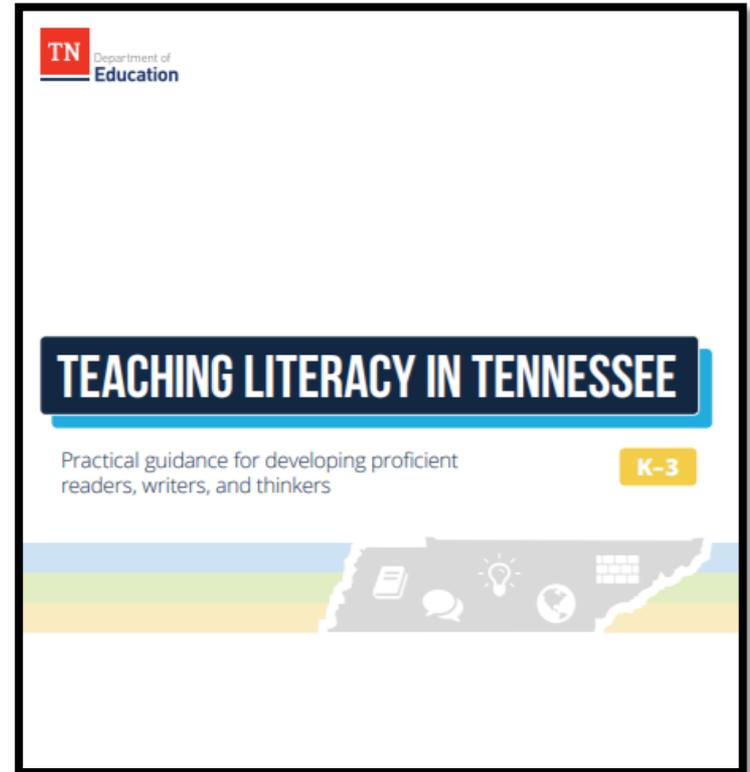
- What's happened?
  - First round launched in early spring 2018
  - Second round released in April 2018
- What's next?
  - 8 new unit starters will be developed this summer



# Teaching Literacy in Tennessee

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- What's happened?
  - TLiT K-3 guide released in May 2017
  - TLiT K-3 EL companion released in August 2017
- What's next?
  - New TLiT grades 4-8 companion developed summer 2018



# Professional Learning for K-3

- Developing professional learning packages with resources for all districts to incorporate
- Connected to key literacy practices and elements of the literacy block
- Available beginning Fall 2018



# Networking Opportunities to Support Resource Adoption

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- Beginning Fall 2018, TDOE will host regional convenings for district and school leaders
- Support the planning for new ELA adoption and cross-district collaboration
- Engage educators in the process and plans for implementing new materials

# New Resource Grants for Elementary Schools

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- Mini grants will support purchase of text sets for the unit starters
- Districts may apply on behalf of schools that commit to implementing unit starter in Fall 2018
- Grant funds will be available to districts this summer
- Grants will support more than 200 classrooms and/or schools



# Call to Action

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- **Teachers:** continue to promote high expectations and incorporate quality resources through rigorous texts and strong tasks into your daily instruction.
- **School leaders:** support teachers in implementing high quality resources by providing coaching, professional learning, and collaborative planning time.
- **District leaders:** establish, communicate, and monitor expectations for skillful use of resources and develop a strategy for the 2020 ELA adoption that leverages educator expertise.
- **Stakeholders:** advocate for empowering educators with strong materials and support the adoption, purchase, and implementation of new resources to benefit students.



# READY WITH RESOURCES

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Empowering educators  
with strong materials

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

Excellence | Optimism | Judgment | Courage | Teamwork



*Empowering educators  
with strong materials*

