



Implementing Tennessee Academic Standards

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Overview

- Survey Data and Continuing Professional Learning Needs
- Timeline of Standards Adoption, Training, and Implementation
- 2018 Training on Science Standards
- Next Steps

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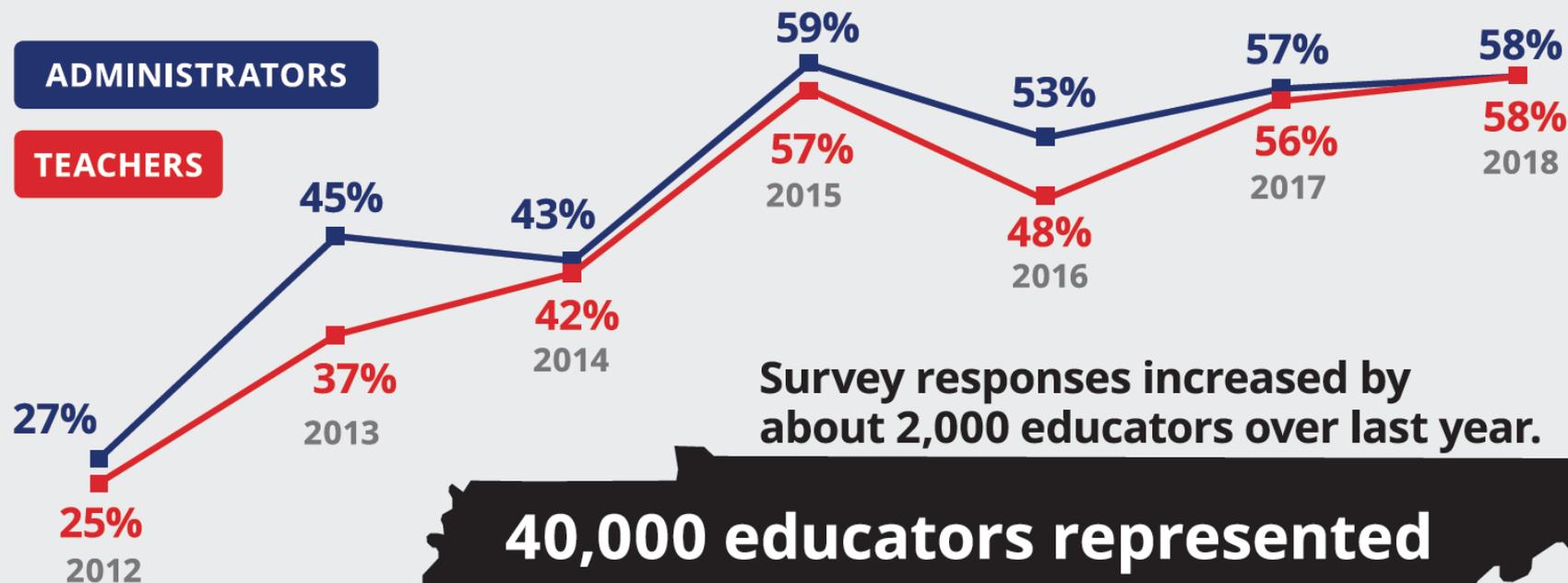
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**Survey Data and
Continuing
Professional Learning
Needs**

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2018 Tennessee Educator Survey

PERCENTAGE OF PARTICIPATING EDUCATORS, 2012-18



Survey responses increased by about 2,000 educators over last year.

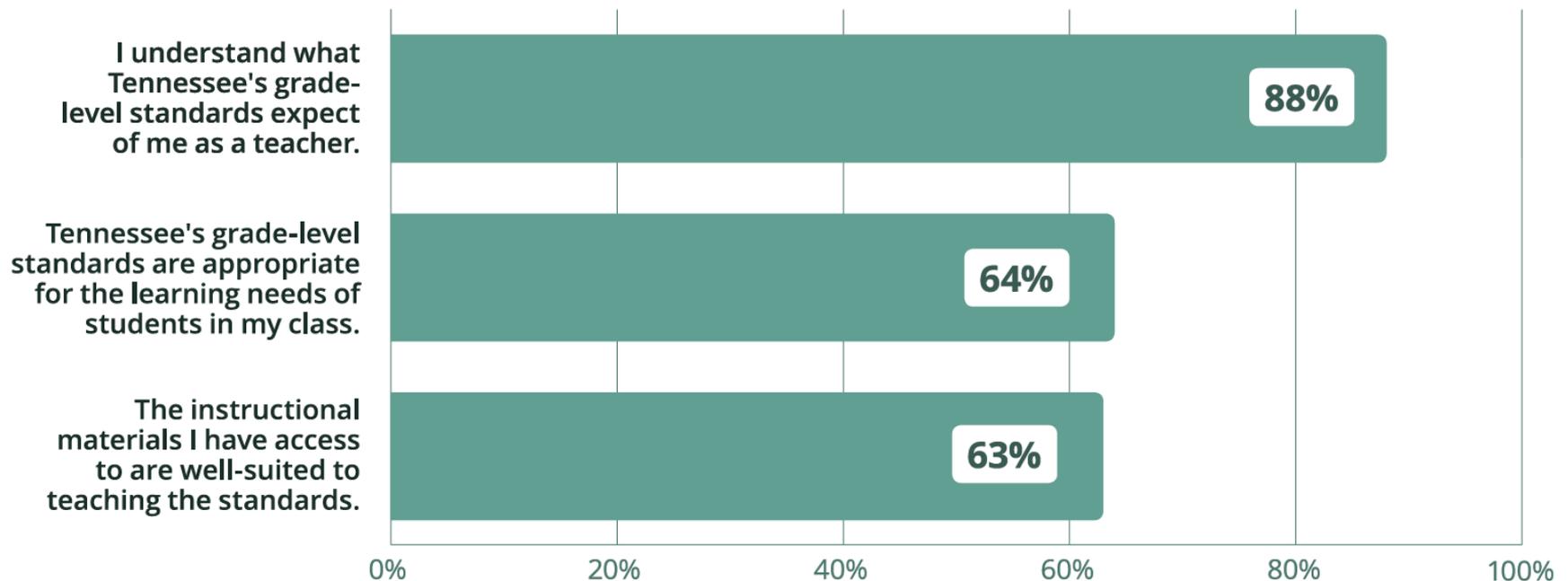
40,000 educators represented



58% of Tennessee teachers and administrators

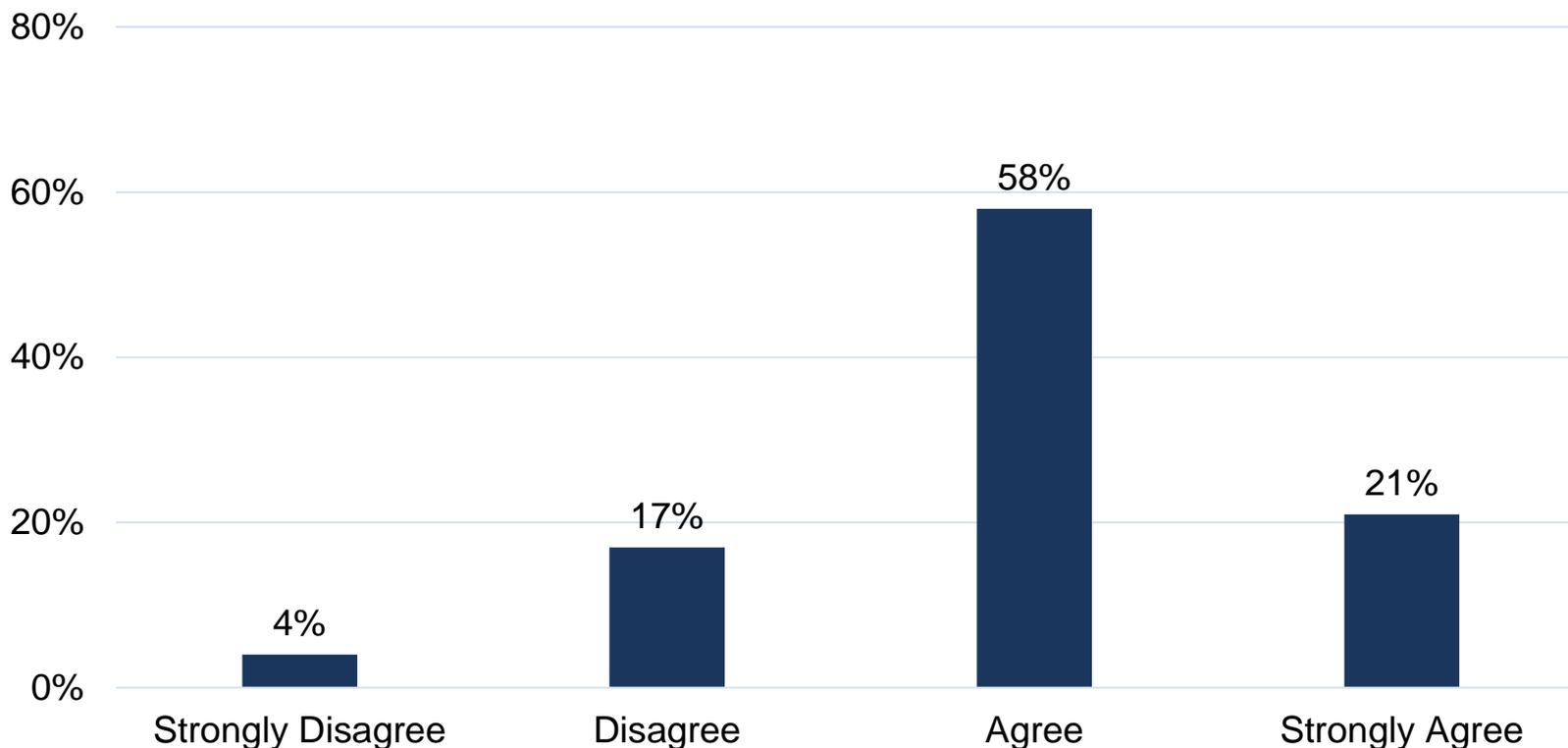
Educators say they understand expectations of standards, but they lack access to strong instructional materials.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING TENNESSEE'S GRADE-LEVEL STANDARDS.



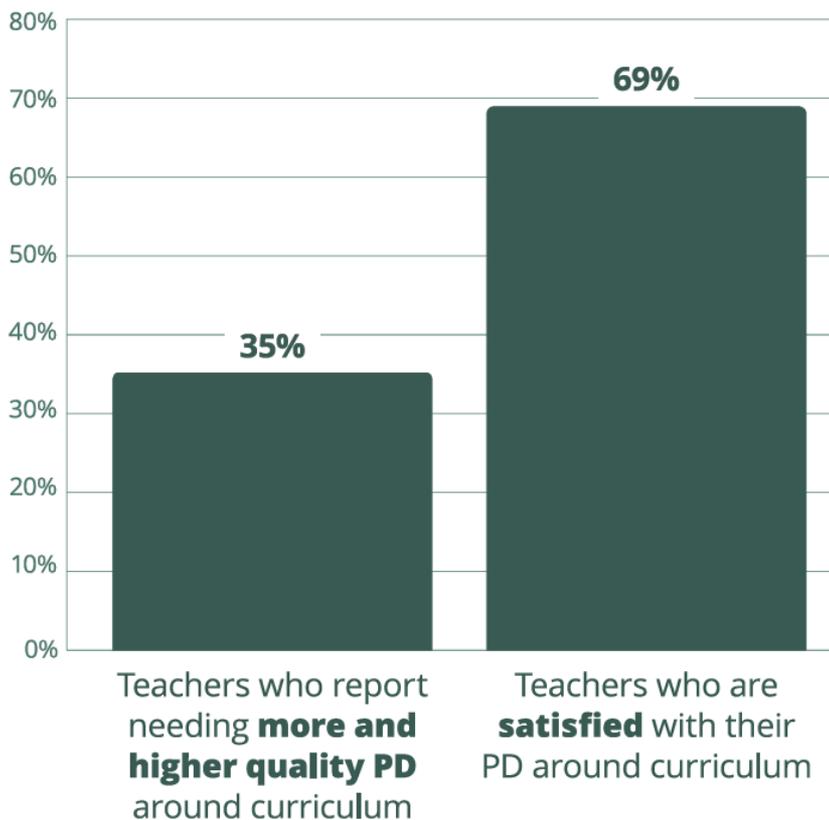
Seven out of ten teachers agree that their professional learning is closely aligned to their materials.

My professional learning is closely aligned to the instructional materials I use in class.



If teachers report aligned PD to materials, they feel better about the suitability of their materials.

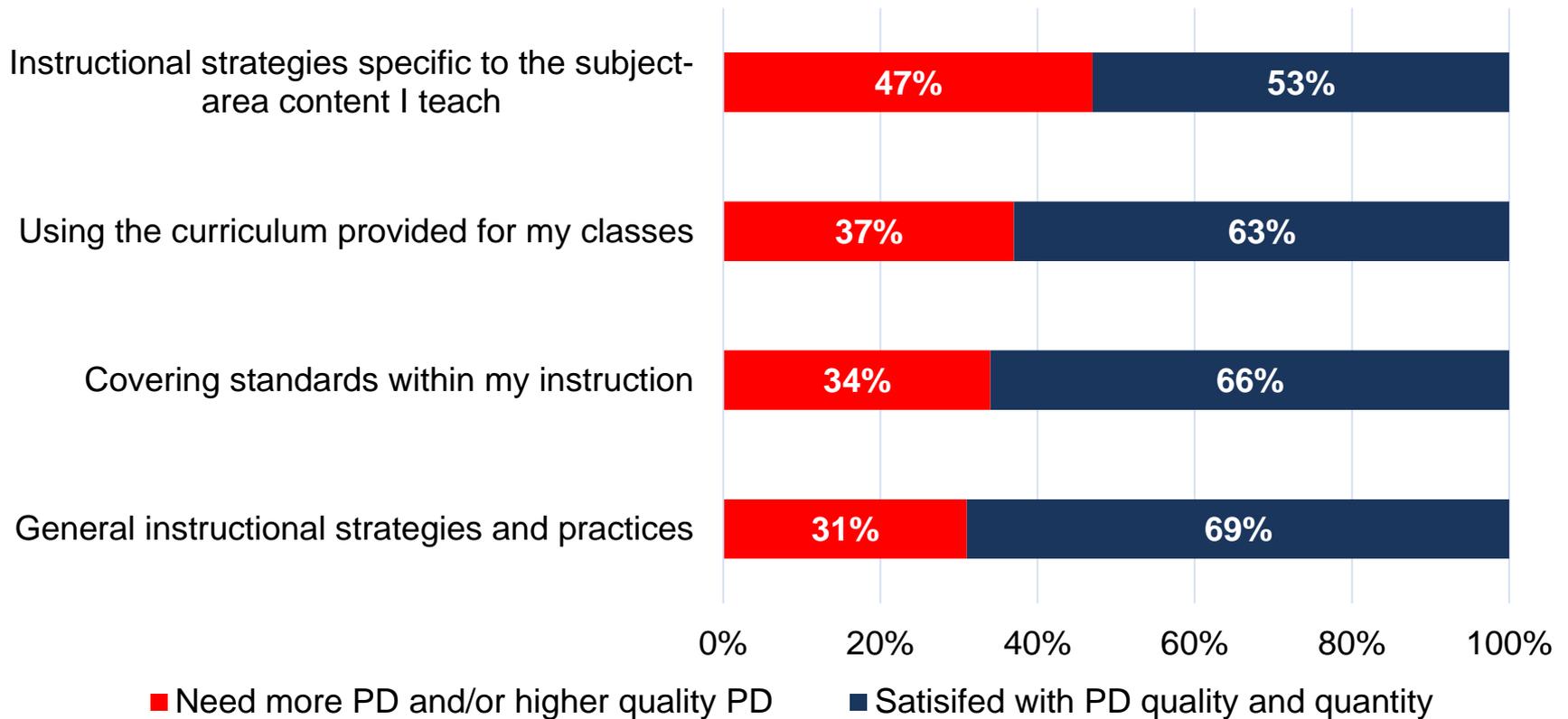
TEACHERS WHO REPORT MATERIALS ARE WELL SUITED TO TEACHING THE STANDARDS



Teachers who reported receiving sufficient professional development aligned to materials were more likely to feel that their materials were well-suited to teaching the standards.

One-third of teachers report wanting more or higher quality PD on covering standards.

Select the response that best describes your current perspective of your PD experiences within each of the following areas.



Educator comments show teachers want stability in the standards.

- “The standards need to be confirmed and not constantly changing.”
- “The standards and curriculum changes need to stabilize, so teachers can better know what is expected from them and their students. It is very hard and frustrating for teachers to keep up with the frequent changes that are occurring yearly.”
- “Set standards and quit changing every new administration.”

Five Additional Facts on Materials

1. Over 90 percent of teachers agree that curriculum is an important tool in helping reach their students' instructional goals.
2. Three-quarters of teachers report having a moderate or large role in selecting materials.
3. Over half of school leaders (56 percent) say funding is one of the biggest challenges to ensuring teachers are using strong materials.
4. Three out of four teachers report that they feel more empowered, versus constrained, to teach in ways that feel best for their students.
5. Pre-K teachers express a need for curriculum materials that allow them to differentiate instruction. Six out of 10 pre-K teachers report that they source/create their own materials.

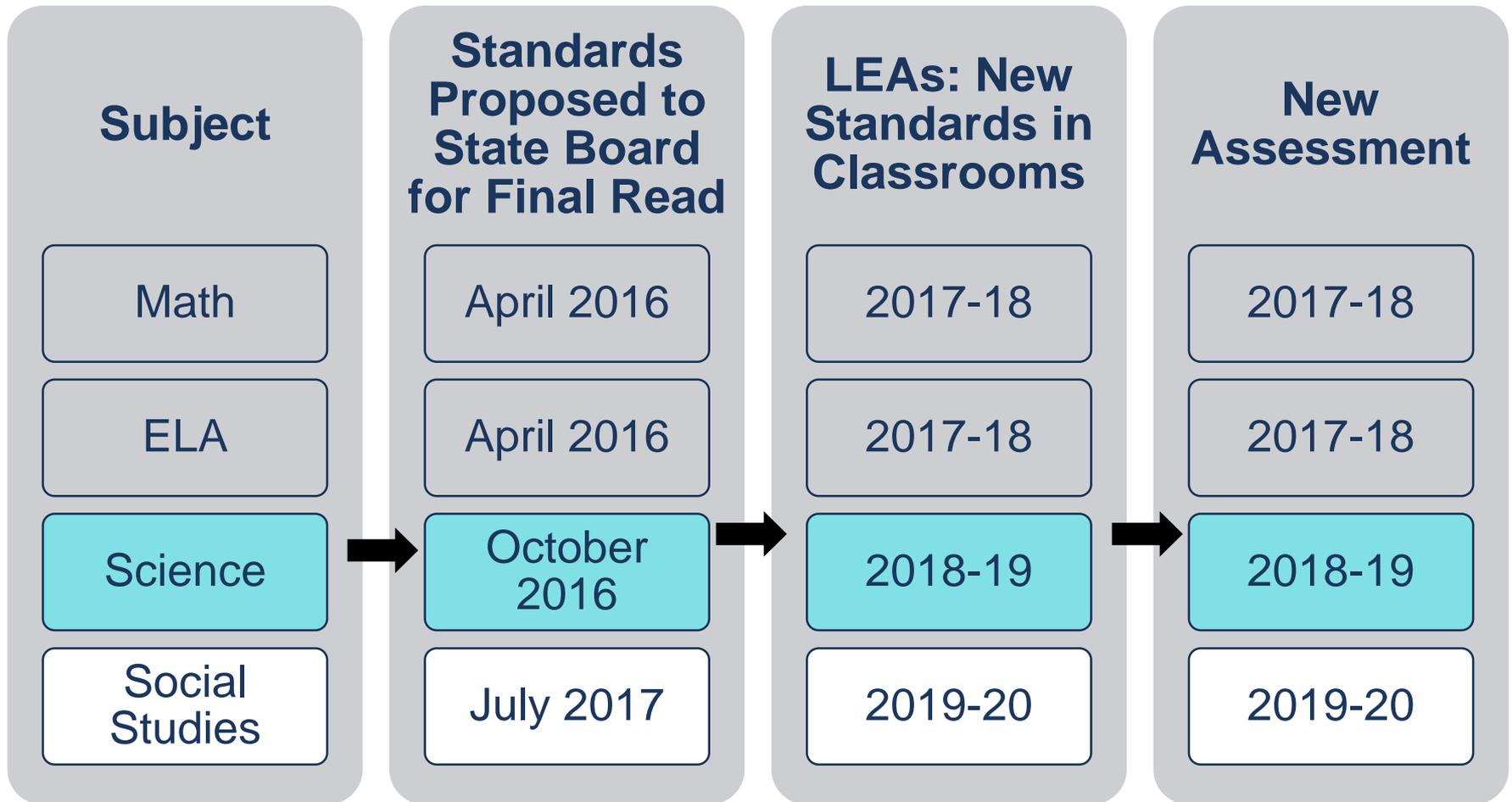
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Timeline of Standards Adoption, Training, and Implementation

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Standards Adoption and Implementation



Standards: From Adoption to the Classroom

Tennessee State Board of Education
October 14, 2016

Agenda
Final Reading Item: IV. B.

Science Standards

The Background:

In October 2014, Governor Haslam announced the creation of a standards review website that would be open to the public to review and offer feedback on what Tennessee students should know and be able to do by the end of each K-12 school year in both mathematics and English language arts (ELA). At the time of that announcement, Governor Haslam also laid out a comprehensive standards review process. This process was further expounded upon by the General Assembly in Public Chapter 423, which charged the State Board of Education with overseeing not only the review of math and ELA standards but also science and social studies standards.

A draft of new science standards was in development prior to the passage of Public Chapter 423. In December 2013, the State Board of Education convened a Science Steering Committee to determine which format and key concepts the new science standards should focus. That committee then charged the Department of Education with assembling a team of educators to write new science standards, whose work took place throughout 2014 and early 2015.



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2018 Training on Science Standards

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Model of Support

Plan

Design

Develop

Deliver

Measure

Sustain

| Timeline | Training Activity | Participants |
|-------------|--|---|
| Summer 2017 | <ul style="list-style-type: none"> First meeting to focus on design for content and delivery | |
| Fall 2017 | <ul style="list-style-type: none"> Project plan completed Select and contract Subject Matter Experts (SMEs) | <ul style="list-style-type: none"> 13 practicing educators selected from 80 applicants |
| Winter 2018 | <ul style="list-style-type: none"> Training delivered to district teams over 5 sites/dates Content leader training | <ul style="list-style-type: none"> District team training: 585 participants; 138 districts Content leader training: 581 participants; 142 districts |
| Spring 2018 | <ul style="list-style-type: none"> Select and contract educators to serve as training facilitators | <ul style="list-style-type: none"> 150 educator facilitators |
| Summer 2018 | <ul style="list-style-type: none"> Train 172 facilitators Provide 44 sets of materials and resources online | <ul style="list-style-type: none"> Teacher and principal training: 6,500 participants, 11 sites |



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Feedback Survey

- Before the training, **92%** of survey respondents said they had **none to limited understanding** of the new standards
- After the training, 97% of respondents said they had some to mastery understanding, with **73%** saying **extensive and mastery** understanding of new standards
- **90%** of respondents indicated the **reference documents and sample lessons would be used immediately** in their practice
- **58%** of respondents indicated they were **well prepared and confident** to teach the new standards



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“Presenters were well versed and prepared to deliver training content; I was very pleased with the amount of resources provided. **I walked away with a clearer understanding of the new standards** overall.” – *Grade 7 participant, Arlington High School*

“The **example lessons are the best I've ever received** in a training- very usable and relevant.” – *Chemistry participant, Walker Valley High School*

“Activities were cost effective which relieved a concern of mine. Also, the activities provided allowed a high **depth of questioning and exploration** for students to understand content.” – *Grade 6 participant, Prescott South Middle School*

“I really loved how my content was geared for second grade only. It was really nice to only hear about **things that will impact me personally as I teach.**” – *Grade 2 participant, Lenoir City Intermediate/Middle School*



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Ongoing Support

- All materials from 2018 training are available online
- CORE support at the district level

Science Implementation Year Two

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Next Steps

Ready With Resources



READY WITH RESOURCES

Empowering educators
with strong materials

Three Key Actions

- Ensure that K-12 literacy instruction aligns to the instructional shifts required of the standards
- Ensure adoption of instructional materials that support teachers in providing standards-aligned instruction
- Ensure teachers are supported with high-quality professional learning and support to use adopted materials to provide standards-aligned instruction

Next Steps

- Training for Social Studies standards
- Follow-up training for other areas
- Learning Management System (LMS)
- Other supports for standards implementation

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Questions?



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