

**MINUTES
STANDARDS RECOMMENDATION COMMITTEE
APRIL 7, 2016**

The Standards Recommendation Committee met for its second scheduled meeting at the Tennessee School Boards Association office at 10:00 am CDT.

Present.....10

Absent.....0

Mrs. Jan Allen Brewer

Ms. Marsha Buck

Ms. Jeannie Cuervo (Vice Chair)

Dr. Kent Gallaher

Ms. Lorrie Graves

Mrs. Annette Hurd

Ms. Kattie Nash

Dr. Sally Pardue (Chair)

Ms. LaToya Pugh - Joining Remotely

Mr. Mark Weeks

Dr. Pardue announced that the agenda needed to be adopted and asked for changes. No changes were suggested. **Dr. Pardue** asked to move to adopt the agenda. **Mrs. Hurd** moved to adopt the agenda. **Ms. Cuervo** seconded the motion. The agenda was adopted.

Ms. Encalade overviewed the highlights from the last meeting and showed the SRC a new graphic that helps explain the different drafts of the science standards.

Dr. Gallaher asked if the document in their folder be their working document from here on out. **Ms. Encalade** replied yes.

Ms. Cuervo asked when this committee looks at the roundtable and website data and decides changes needed to be made, who makes those changes? Do they go back to the teacher teams?

Ms. Encalade answered that how was the process for math and ELA. The teacher teams made the changes and presented a new draft to the SRC. If there were additional changes the SRC wanted to make at that point, they made a motion and voted to make specific revisions. **Ms. Encalade** added that if this committee wanted to do something different, the staff is open to it but that it worked well with the math and ELA SRC.

Mrs. Brewer said that the communication is a concern to her. She said that many teachers did not know that the website was even open for feedback. Another concern is the implementation year. She thinks there needs to be some “catching up” time, and the implementation year is too soon.

Ms. Encalade replied that the implementation timeline is a topic the SRC could address in their position statement.. However, on the communication piece, the State Board pushes it out to teachers using email and social media. Unfortunately, sometimes the communication gets lost in the shuffle.

Dr. Pardue added that she had made a note to discuss **Mrs. Brewer’s** concerns later in the agenda.

Ms. Buck asked what is the number of teachers who responded vs. the number of teachers in the state? **Ms. Encalade** replied that they do not know, but can look it up.

Dr. Pardue asked if there are any corrections or discussions about the minutes? **Ms. Cuervo** made a motion to approve the minutes. **Ms. Nash** seconded the motion. The minutes were approved.

Ms. Encalade highlighted feedback opportunities. She first pointed out the website and explained that it is at the exact same website as before; it is also going to be open for six weeks. She then talked about current and upcoming communications about standards review. She asked if the SRC had any other suggestions for communications.

Ms. Cuervo added that the TN Science Teacher Association roundtables were well-attended, and we are pushing the information out via our social media channels as well.

Dr. Pardue asked if the staff had reached out to chambers of commerce? **Ms. Encalade** replied that the State Board staff made a list for ELA and math, and will be sure to send it them.

Ms. Cuervo asked if the information is going out to private schools? **Ms. Encalade** replied that they would check to see if the state has a list of private schools.

Other brainstormed ideas:

- Education associations
- Putting press release in teachers' mailboxes locally
- Retired teachers association
- TN Science Education leadership Association (TNSELA)
- STEM Education Leadership Council
- TN Science Olympiad
- Regional science and engineering fairs who have teacher/leader groups
- Parent Teacher Association
- Informal Science (Adventure Science Center, libraries, etc.)
- Ask TDOE to put a link on their page
- Professional science organizations
- Legislative update
- PSA on public television channels
- Do something on TN public radio
- When telling our teachers, tell the students and tell them to tell parents
- Local tv, radio, and newspaper (SRC committees)

Ms. Encalade moved to discussing upcoming feedback opportunities including roundtables in the three grand divisions. The committee all discussed ways to get more people to attend the roundtable events to provide feedback on the revised standards.

Dr. Pardue said that the committee is committed to acting as an advocate to get out the word to all stakeholders throughout the state to review the science standards. **Ms. Graves** asked if local media has been invited to the roundtables. **Dr. Pardue** added it as a note for the afternoon discussion. **Ms. Brewer** said specifically that getting the information to the teachers is a critical component of this committee and cannot emphasize that enough.

Ms. Buck asked for clarification about the website comment areas and the thinking behind not including a general comment box. **Ms. Encalade** said that any comment can be left on any particular standard in the comment box.

Ms. Encalade asked for suggestions for reaching out to workforce development groups to facilitate this review. **Dr. Pardue** listed many professional organizations that would be great to reach out to. **Dr. Gallaher** said to reach out to a partner at the Department of Labor to find more organizations. **Ms. Brewer** suggests reaching out to all of the TCATs across the state. **Ms. Buck** suggested reaching out to the state parks. **Mr. Weeks** suggested Oak Ridge National Labs.

Dr. Pardue suggested taking a 3 – 5 minute short break since the committee has gone thirty minutes over the agenda schedule.

Ms. Andrea Allen began her presentation after the break and discussed how the educator advisory teams conducted the review process. She explained what the educators kept in mind as they dove into the feedback and the protocols they enlisted for their review.

Dr. Andy Hebert then explained the educator team’s decision-making protocol from the public feedback they received from the review website. He made it clear that every single piece of public feedback was read and evaluated. Whether change was made or not from that piece of feedback, there was always a rationale provided. **Dr. Hebert** showed a specific example on the PowerPoint screen for the committee.

Ms. Allen presented on notable changes for grades K-5 in science standards. She gave specific insight into all of the notable changes that they saw in the public feedback. In her presentation, she gave several examples of the process with public feedback using specific standard examples from first, fourth, and grade.

Ms. Brewer said that she thinks the fourth grade standard example is not specific enough because of the assessment that would come with the standard. **Ms. Cuervo** said that the committee’s task is to design standards that are best for Tennessee students and create professional development to help them so the teachers do not fear that the assessment will only ask about one specific model. **Ms. Buck** asked the opinion of **Ms. Allen** in regards to the word ‘models’ in the standard. **Ms. Allen** explained the rationale for using the word “models”.

Mr. Weeks added that he agrees the committee is in charge of creating the standards, but this committee also has a lot of voice when it comes to assessment and other pieces that occur because of the standards. **Dr. Gallaher** said that the committee can use strong language in the position statement to address the assessments but cautions that assessments should not determine the standards.

Mr. Weeks asked **Ms. Allen** asked about specific vocabulary in the standards. **Ms. Buck** said teachers have to unpack the standards and figure out which words must be taught to students to be able to access the standards.

Dr. Hebert presented next on notable changes in grades 6 – 8 for science standards. He specified that 83% of middle school standards have a keep rating. Many of the comments about on the other 27% of ratings were about where a standard was taught, not necessarily the actual text of the standard itself.

Ms. Nash asked for clarification on the labeling for the draft science standards. **Ms. Allen** explained that there is a clarifying chart at the beginning of the standards.

Ms. Graves asked why P.S. 1 (physical science) starts in third grade? **Dr. Hebert** said that all Disciplinary Core Ideas (DCIs) cannot be taught in each grade. He clarified that it does not mean that there is an order in the standards for the P.S. components. Teachers and districts will determine the order in which to teach the standards **Ms. Encalade** pointed out that at the beginning of every grade level and course there is a visual describing the DCIs that are taught in that course.

Ms. Allen asked for questions about high school physical science. **Mr. Weeks** said that one of his teachers expressed that, for most students, chemistry is not real world for them. How can the SRC address that? **Ms. Allen** said that the educator teams moved several of the more specific things to Chemistry II, so Chemistry I is more about helping students become college and career ready. Hopefully this helps address this issue.

Dr. Hebert began talking about how the team added standards to biology. However, they had room to do so because several standards were two or more standards put together. He discussed how some standards may be vague, but that the standards guidance document will help bring clarity. They are looking forward to receiving feedback.

Ms. Buck asked if people have questions about specific standards, are we in a place that we could give that guidance? **Dr. Herbert** We have a draft of a guidance document. **Ms. Buck** asked if the clarification document should be put out there? **Dr. Pardue** said it might be better if it is not. The feedback will be richer; we will know what needs to be clarified in the supplemental document.

There was rich group conversation about the depth of the standards and the clarification document. **Ms. Buck** said that at the end of the day, as a classroom teacher, she wants to know where to go if she has questions.

Dr. Tammy Shelton There will be a clarification document that lives in the TN Department of Education; not just any teacher will get to add to it. Items will be vetted so the document has what is best for teachers. **Dr. Shelton** also explained assessment design process and said that the standards lead the assessment.

Dr. Pardue asked if the assessment will freeze during the 2018-19 school year? **Dr. Shelton** said no.

Dr. Pardue asked what will happen?

Dr. Shelton explained that ETS is mocking up new types of test questions and writing sample questions that are better than the TCAP questions. Teachers will be reviewing those soon, so they will be ready with a new assessment when the new standards. Textbook publishers are ready to begin writing textbooks that will align with final approved science standards as well.

Ms. Cuervo thanked Dr. Hebert and Ms. Allen for all of their hard work. She said that she appreciates that Tennessee is at the heart of everything they do.

Summary of Actions from group:

- Contact schools and give them the feedback website
- Attend the roundtable
- Contact the media in my community
- Contact Life Science TN
- Contact Eastman and other Kingsport partners
- ETSU professional development network opportunity
- Keep TSTA informed and involved
- Host a roundtable
- Spending time with (becoming familiar with) the standards
- Get in touch with ORNL and the News Sentinel
- Write an op-ed piece

Dr. Pardue wrapped up the meeting by highlighting the main points of the meeting. **Dr. Pardue** asks for a motion to end the meeting. **Mr. Weeks** makes the motion. **Mrs. Hurd** seconds the motion. The meeting is adjourned.