Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication
Our transition to Common Core Standards is central to strengthening Tennessee’s competitiveness

Tennessee’s Competitiveness

- Only 21% of adults in TN have a college degree
- TN ranks 46th in 4th grade math and 41st in 4th grade reading nationally
- Only 15% of high school seniors in TN are college ready
- 54% of new jobs will require post-secondary education

Source: “Projections of Jobs and Education Requirements Through 2018” (The Georgetown University Center on Education and the Workforce), 2011 NCES NAEP data, ACT

This transition gives us the opportunity to make an immediate impact on learning and results

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>TCAP and EOC</td>
<td>Average growth of at least 3-5% increase in percent of students proficient/advanced</td>
</tr>
</tbody>
</table>
| 2012-2013  | NAEP       | 4th Math: 4 points scale score growth for all students  
                     8th Math: 5 points scale score growth for all students  
                     Other subjects: greater than national average growth |
| 2013-2014  | TCAP and EOC | Average growth of at least 3-5% increase in percent of students proficient/advanced |
| 2014-2015  | PARCC      | 12th among PARCC States overall (currently 18th)                       |
Implementation of Common Core State Standards complements other work underway

Student readiness for postsecondary education and the workforce (WHY we teach)

Common Core State Standards provide a vision of excellence for WHAT we teach

TEAM provides a vision of excellence for HOW we teach

Today’s agenda

1 The context in Tennessee; our purpose and goals
2 The Common Core Standards and PARCC
3 Tennessee’s implementation plan
4 Grades 3-8 math transition
5 Grades 3-12 ELA transition
6 Grades K-2 transition
7 Grades 9-12 math transition
8 Supporting work in other subject areas
9 Technology readiness, higher education, and communication
Common Core State Standards will help our results match our potential

**Tennessee students are as talented as any in the nation.**

The Common Core State Standards will strengthen teaching and learning with standards that are:

- Focused, coherent, clear, and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence- and research-based

This is the next step in the path to reflect what is most important for career and college readiness

- **January 2008**
  - Tennessee receives an “F” from the US Chamber of Commerce in rigor and approves Tennessee Diploma Project standards
- **Spring 2010**
  - Students take new TCAP aligned to new standards, and scores take a hit
- **Spring 2011**
  - TCAP scores begin to rise
- **Spring 2015**
  - Student assessments fully aligned with CCSS
The Common Core State Standards represent six key instructional shifts

MATH:
1. **Focus** strongly where the Standards focus
2. **Coherence**: think across grades, and link to major topics within grades
3. **Rigor**: require conceptual understanding, procedural skill and fluency, and application with intensity.

ELA:
1. Building knowledge through content-rich nonfiction and informational texts
2. Reading and writing grounded in evidence from text
3. Regular practice with complex text and its academic vocabulary

Educators cite challenges with our current standards

They do not always focus on the most important content for career and college readiness:

<table>
<thead>
<tr>
<th>Math</th>
<th>English/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade: <strong>TN.3.1.SPI.1</strong>: Solve problems using a calendar.</td>
<td>3rd grade: <strong>TN.3.3.CU.3</strong>: Write friendly letters.</td>
</tr>
<tr>
<td>7th grade: <strong>TN.7.5.CU.1</strong>: Create and interpret box-and-whisker plots and stem-and-leaf plots.</td>
<td>6th grade: <strong>TN.6.7.SPI.6</strong>: Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.</td>
</tr>
<tr>
<td>8th grade: <strong>TN.8.1.CU.3</strong>: Research the contributions of Pythagoras to mathematics.</td>
<td>9th grade: <strong>TN.9.7.E1.CU.3</strong>: Analyze and apply visual and sound techniques and design elements.</td>
</tr>
</tbody>
</table>

They are also occasionally vague and difficult to comprehend:

<table>
<thead>
<tr>
<th>Math</th>
<th>English/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th grade: <strong>TN.4.5.SPI.4</strong>: List all possible outcomes of a given situation or event.</td>
<td>Kindergarten: <strong>TN.K.8.GLE.4</strong>: Identify basic literary elements.</td>
</tr>
</tbody>
</table>

With precious instructional time, every minute must be focused on the skills and content students need to compete.
The structure of our current standards is complex...

The architecture of our current standards leads to a gradual degradation in rigor as students move from a general understanding (CLE) to a specific assessment task (SPI):

**Standard 7 – Media**

- **CLE 3002.7.1.** Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.
  - **CU 3002.7.1** Recognize the effects of sound, visual images, and language on audience.
    - **SPI 3002.7.1** Draw an inference from a non-print medium.
    - **SPI 3002.7.2** Select the type of conflict represented in a non-print medium.
    - **SPI 3002.7.6** Infer the mood represented in a non-print medium.

...and can lead to reductionist teaching and learning

The structure of the standards leads to questions at lower levels of rigor:

Which word best describes the mood in this photo?

- F sad
- G fearful
- H hopeful
- J frustrated

Question on 10th Grade ELA EOC Exam
Common Core State Standards are narrower...

There are **1,119** Tennessee ELA standards not covered in the Common Core

<table>
<thead>
<tr>
<th>CLE</th>
<th>EU</th>
<th>GLE</th>
<th>SPI</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>501</td>
<td>109</td>
<td>464</td>
<td>1119</td>
</tr>
</tbody>
</table>

...and deeper.

**3rd Grade Math**

3OA.3 (Operations and Algebraic thinking): Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problems.

There were 28 cookies on a plate.  
Five children each ate 1 cookie.  
Two children each ate 3 cookies.  
One child ate 5 cookies.  
The rest of the children each ate 2 cookies.  
Then the plate was empty

How many children ate 2 cookies? Use multiplication equations and other operations, if needed, to show how you found your answer.

Jane thinks this question can be solved by dividing 28 by 2. She is wrong. Explain using equations and operations why this is not possible.
PARCC is an alliance of 24 states working together to develop a common assessments

- PARCC is state-led. A subset of PARCC states, including Tennessee, make up its Governing Board.
- Collectively the PARCC states educate more than 31 million students — nearly 63% of K-12 students attending American public schools
- PARCC assessments will begin in ’14-’15 for grades 3-11 in ELA and math

PARCC timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2010-11</td>
<td>Launch and design phase</td>
</tr>
<tr>
<td>SY 2011-12</td>
<td>Development begins</td>
</tr>
<tr>
<td>SY 2012-13</td>
<td>Development continues</td>
</tr>
<tr>
<td>SY 2013-14</td>
<td>Pilot/field testing and related research and data collection</td>
</tr>
<tr>
<td>SY 2014-15</td>
<td>Full administration of PARCC assessments, Achievement and college-ready performance levels set in summer 2015</td>
</tr>
</tbody>
</table>

Source: Achieve

Source: PARCC
Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication

We believe there are three legs to the stool in our implementation plan:

- Effective communication about the standards, importance, and potential
- Assessment alignment and transparency
- Student achievement
- Quality training & meaningful support
- Instructional materials and curriculum

Alignment of accountability structure for LEA’s, schools, teachers, and vendors
Curriculum and Instruction Division priorities for Common Core implementation

We will place significant focus on involvement of school and district leaders throughout Common Core implementation.

Without committed leadership, especially at the building level, we believe our preparation will be significantly compromised.

We will begin state-wide implementation of 3-8 math standards this coming school year

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td>Math and ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-8</td>
<td></td>
<td>Math (partial)</td>
<td>Math and ELA</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td></td>
<td></td>
<td>Math and ELA</td>
</tr>
<tr>
<td>Grades 6-12</td>
<td></td>
<td></td>
<td>Literacy for social studies, math, and science</td>
</tr>
</tbody>
</table>
Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication

We will identify TNCore Focus Standards for each grade level for mathematics in grades 3-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>TNCore Focus Standards</th>
</tr>
</thead>
</table>
| 3rd Grade | • Represent and solve problems involving multiplication and division  
             • Understand properties of multiplication and the relationship between multiplication and division |
| 4th Grade | • Extend understanding of fraction equivalence and ordering  
             • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers |
| 5th Grade | • Use equivalent fractions as a strategy to add and subtract fractions  
             • Apply and extend previous understanding of multiplication and division to multiply and divide fractions |
| 6th Grade | • Understand ratio concepts and use ratio reasoning to solve problems  
             • Apply and extend previous understanding of arithmetic to algebraic expressions |
| 7th Grade | • Analyze proportional relationships and use them to solve real-world and mathematical problems  
             • Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| 8th Grade | • Define, evaluate, and compare functions  
             • Understand the connections between proportional relationships, lines, and linear equations |
We will narrow the focus of the TCAP and expand use of Constructed Response Assessments.

TCAP
We will remove 15-25% of SPIs that are not reflected in Common Core State Standards from the TCAP NEXT year. The specific list of SPI's will be shared on May 1.

Constructed Response
We will expand the constructed response assessment for all grades, 3-8, focused on the TNCore focus standards for math.

2012-2013 assessment plan, math 3-8

October
• CRA 1
  (paper and online option, scored by teachers in Field Service Center region, reported by school team)

February
• CRA 2
  (paper and online option, scored by teachers in Field Service Center region, reported by school team)

May
• Official Constructed Response Assessment
  (paper-based only, scored by state, results reported in July)

Student performance on the Constructed Response Assessments will not affect teacher, school, or district accountability for the next two years.
Grades 3-8 math: training and support

Our training and support plan will focus on preparing educators with instructional strategies to support student success on the focus standards.

Summer
- Selection and training of Core Coaches
- Orientation for district leaders and supervisors
- Optional units for post-TCAP preparation
- Videos explicating TNCore Focus Standards released May
- 3-day summer training for school teams*
- Online courses released for all teachers on TNCore Focus Standards
- Core Coaches available for questions and PLC support
- Optional follow-up Saturdays for school-teams to review student work
- Ongoing online courses, model units, and lesson plan sharing

Fall/Winter
- The full building administrative team will be needed at all three days of training.

Specific training plan

Day One
Morning: (full group)
Overview of standards
Core coach intros
Overview of state plan
Resources
Afternoon: (same-role)
Orientation to the standards through Performance-Based Assessments
Overview of the Constructed Response Assessment

Day Two
Whole Day (same-role)
Model Instructional Task lesson
Key Instructional Strategies to support student achievement
Content review of focus standards
Selecting and facilitating instructional tasks

Day Three
Morning (same-role)
Questioning strategies (aligned to evaluation models)
Afternoon (school-team)
Looking at vertical alignment of content and assessments
Planning for how to bring lessons learned back to full school

Two follow-up, optional Saturday reconvenings (October and February)
Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication

ELA pilots

• This year, we want to broadly support districts with interest to begin piloting implementation of Common Core State Standards in 3-12 ELA. Piloting this coming year will support better preparation at a school, district, and state level for full implementation in ’13-’14

• There will be no changes to the ELA TCAP or End of Course Exams this year. However, strengthening student performance in the key shifts of the Common Core State Standards will support student performance on Tennessee Diploma Project standards and assessments.

• We will be releasing TNCore focus standards for each grade level in 3-12 ELA and supporting resources and online courses to support implementation of ELA standards. These will be released by April 15.

• We will select ELA Core Coaches to serve as peer leaders in the implementation of Common Core State Standards and inform training for the following summer
We hope many districts will join the ELA pilots this year.

**Districts will commit to:**
- Ensuring all 3-12 ELA teachers complete state-provided online courses
- Administering 4 writing assessments throughout the year in each ELA classroom (state will provide prompts and scoring guides)
- Forming a 2-5 person district-level ELA team to attend four grand division meetings with other pilot districts to share best practices

**The TDOE will support districts by:**
- Organizing and convening the four grand division consortium meetings
- Developing and making available two online modules focusing on the key instructional shifts for ELA
- Providing a $2,500 travel-offset stipend per district

**Districts will be asked to sign up for the ELA pilot in March with the first meeting of ELA district teams in June.**

**Today’s agenda**

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication
K-2 focus areas

We want to support districts implementing Common Core State standards in K-2 and encourage all districts to move towards full implementation in the 2012-2013 school year.

We will:

- Support K-2 assessments in math and reading across all districts (more information to come after a review of pilots underway for teacher evaluation)
- Release TNCORE Focus Standards for reading and math for each grade and provide online courses for educators to support instruction on the focus standards
- Conduct a survey of districts to better understand current implementation through First to the Top partnership meetings. Convene focus groups of districts with promising practices and share best practices with districts.
- Encourage districts to focus on direct instruction* in reading, especially for students at risk of reaching third grade behind grade level

* The TDOE is not endorsing a specific curriculum but the approach of explicit instruction grounded in the science of reading

Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication
Grades 9-12 math pilots

The structure of the high school math standards is different than 3-8 and we will release the full implementation plan for math 9-12 by January, 2013.

This year, we will:

- Work with State Board of Education to review all high school math course offerings and strengthen policy connection between high school mathematics and postsecondary math readiness
- Convene a group of Core Coaches to implement the Common Core State Standards in Algebra I and II
- Encourage Geometry teachers to incorporate Geometry and Algebra standards from the Common Core State Standards

Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication
We believe the implementation of Common Core State Standards is a full-school endeavor, not just a project of math and ELA teachers. To support the integration of all standards and, in particular, the literacy standards, this year we will:

- Select and convene Core Coaches in social studies, science, CTE, fine arts, and physical education to embed literacy (and, where appropriate, math) standards into instruction. We will select a group of Core Coaches focused in middle school and a group of Core Coaches for high school.

- Explore writing assessments based on informational texts in the relevant content area.

Today’s agenda

1. The context in Tennessee; our purpose and goals
2. The Common Core Standards and PARCC
3. Tennessee’s implementation plan
4. Grades 3-8 math transition
5. Grades 3-12 ELA transition
6. Grades K-2 transition
7. Grades 9-12 math transition
8. Supporting work in other subject areas
9. Technology readiness, higher education, and communication
Preparation for online assessments

We are mindful that districts seek technical support preparing for online assessments in 2014-2015.

The Division of Data and Communications will work with districts to support the transition to online assessments. This will begin by:

- Surveying all districts through technology coordinators in spring 2012 to assess current readiness
- Working with all possible partner organizations and technology providers to prepare a state-wide readiness plan by September, 2012

Engage Higher Education

We believe Institutions of Higher Education are a critical partner in the implementation of Common Core State Standards. We are focused on two key strategies for our work with higher education:

1) We want to work closely with institutions of teacher preparation to ensure candidates graduating across the next few years are fully prepared to teach Common Core content

1) We want to work to align postsecondary admissions and placement policies with a meaningful definition of college- and career-ready indicators
   - The TDOE will launch a collaborative process with THEC to review credit-bearing courses and report out by September, 2012
Professional Development Support

We want to use the implementation of Common Core as an opportunity to provide more information to districts about professional development options and online delivery models. To do so, we will:

• Create a professional development provider report card for PD providers (based on participant satisfaction and student achievement results)

• Certify vendors that complete state training and use state survey for data collection

• Closely monitor TASL credit approval for all Common Core trainings

• Focus the Technology and LEAD conferences on sharing information about cutting-edge solutions for content delivery and PD supports

Communications from the TDOE

Throughout implementation, we will place a premium on consistent and high-quality communications with districts.

• The TNCORE website (www.tncore.org) will launch April 15th and serve as the site for all state materials on implementation

• Questions can be directed to: tncore.questions@tn.gov

• Districts will appoint a team of 2-5 people to serve as the Common Core leadership team. All appointed members will receive monthly TNCORE email updates beginning in March.

• We will not lose sight of the importance and power of strong student and parent communications and we will provide resources to support this across implementation

• Expect More, Achieve More website will be updated with information about Common Core implementation
Conclusion: summary of next steps

• Each district should email tncore.questions@tn.gov by March 20th with a list of names and email address for 2-5 people from the district that will make up the Common Core leadership team. TNCore updates will be sent to this team starting in April with key communication and opportunities for support in Common Core implementation.

• **Math 3-8 Core Coaches will be selected and notified by April 5.** A second round of Core Coaches will be selected in other grades and subject levels later in the spring. All information will be shared through TNCore updates.

• The list of **SPIs we will drop from the 2013 math TCAP** will be shared by May 1. Online courses on the Common Core focus standards will be shared through TNCore updates.

• Ongoing **questions** should be directed to tncore.questions@tn.gov.

Common Core Leadership Council:
- Susie Bunch, Director of Schools, Lexington City
- John Prince, Math Instructional Coach, Trenton Special School District
- Sharon Cooksey, Facilitator for Curriculum and Professional Learning, Franklin Special School District
- Tammy Shelton, Supervisor of Instruction, Lincoln County
- Bobby Cox, Assistant Director for Teaching and Learning, Warren County
- Sharon Harper, Director of Research and Evaluation, Bradley County
- Millicent Smith, Director of Professional Development & Social Studies Supervisor, Knox County
- Theresa Nixon, Science Supervisor, Knox County
- Vicki Kirk, Director of Schools, Greene County
- Linda Kennard, Director of Curriculum & Instruction, Memphis City Schools
- David Stephens, Assistant Superintendent of Curriculum and Instruction, Shelby County Schools
- Jared Myracle, Assistant Principal, Gibson County High School, Gibson County
- Jeanne Ray, Associate Director of Learning, Lebanon Special School District