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### Tennessee Education Reform: Understanding Policy Implementations in Tennessee's Rural and Urban School Districts and Future Steps for Positive Change

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Tennessee Education Reform:  
Understanding Policy Implementations in Tennessee's  
Rural and Urban School Districts and  
Future Steps for Positive Change

By:

Abigail Jeanne McKamey

A Thesis  
Submitted in Partial Fulfillment of the Requirements for:

The Degree of:  
BACHELOR OF ARTS  
College Scholars: Economics and Education Policy

The Distinction of:  
CHANCELLOR'S HONORS and  
BAKER SCHOLAR

College Scholars Program  
in the College of Arts & Sciences  
and  
The Baker Scholar Program  
at the Howard H. Baker, Jr.  
Center for Public Policy

at

The University of Tennessee, Knoxville

May 2014

Dr. Michael Fitzgerald, Chair  
Dr. Robert Kronick  
Dr. Matt Murray

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## **About the Author**

Abigail McKamey is a senior in the College Scholars Program with an emphasis in Economics and Education Policy. Upon her graduation from the University of Tennessee, Knoxville, in May 2014, she will begin work with Teach For America as a fifth grade Math teacher at the Nashville Academy of Computer Science in Nashville, TN. Abigail will serve as one of the founding teachers for the Nashville Academy of Computer Science, helping the new charter school shape its mission, strategic plan, rules and regulations, and curriculum. As a teacher, she will pursue a Masters of Education with an emphasis in Instructional Leadership from David Lipscomb University.

Abigail McKamey will graduate Summa Cum Laude from the University of Tennessee, Knoxville. She will wear the honors of the Chancellor's Honors Program, College Scholar Program, Baker Scholar Program, Baker Ambassador Program, Mortar Board Honor Society, Student Alumni Associates, and Alpha Omicron Pi Fraternity.

## Acknowledgements

*“The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.”*

~William Arthur Ward

I have been so fortunate to have many great teachers in my life. I would like to take a moment to thank these individuals, for molding me, supporting me, and most importantly for *inspiring* me.

### *To My Loving Family*

Thank you to ***Darrin and Allison McKamey***, my parents and my truest example of faith and perseverance. These past four years have been unyielding, but your love has carried me through. I am honored to be your daughter. Thank you to ***Brent McKamey***, my older brother and Huckleberry friend. We have been each other’s guidepost and support system. I know our relationship will carry as we grow and mature into adults our parents will be proud to call their own. Thank you to my ***Mimi*** and my ***Paw-Paw***. Though your presence will never be physically with me again- your examples endure, your legacy inspires me to be steady, and the sweet memories you provided will forever shape my life. Thank you to all my ***family***. To my ***Grams*** and ***Grandpa***, aunts, uncles, and beloved cousins: I am so proud of where I come from- your love and thoughtfulness make me the best version of myself.

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## List of Online Resources for Education Stakeholders

1. *Information on the Common Core State Standards and specific subject standards:*

About the Standards:

<http://www.corestandards.org/about-the-standards/frequently-asked-questions/>

English Language Arts:

<http://www.corestandards.org/ELA-Literacy/>

Math:

<http://www.corestandards.org/Math/>

2. *About the PARCC Assessments:*

[http://www.tncore.org/about\\_parcc.aspx](http://www.tncore.org/about_parcc.aspx)

3. *TNCore*

<http://www.tncore.org/home.aspx>

4. *Tennessee School and District Report Cards*

<https://www.tn.gov/education/reportcard/2013.shtml>

5. The State Collaborative on Reforming Education (SCORE)

Policy Reports:

<http://tnscore.org/research-reports/>

## List of Commonly Used Acronyms and Phrases

### Acronyms:

|       |   |
|-------|---|
| ARCC  | Appalachia Regional Comprehensive Center                        |
| CCSS  | Common Core State Standards                                     |
| CCSSO | Council of Chief State School Officers                          |
| ELA   | English Language Arts   |
| ESEA  | The Elementary and Secondary Education Act                      |
| EVAAS | Education Value-Added Assessment System                         |
| EYA   | End of Year Assessment  |
| FTTT  | First to the Top  |
| IA    | Individual Assessment   |
| KCS   | Knox County Schools   |
| LCSS  | Lawrence County Schools   |
| NEA   | National Education Association                                  |
| NCLB  | The No Child Left Behind Act                                    |
| NGA   | National Governors Association                                  |
| P21   | Partnership for 21 <sup>st</sup> Century Schools                |
| PARCC | Partnership for Assessment of Readiness for College and Careers |
| PBA   | Performance Based Assessment                                    |
| RTTT  | Race to the Top   |
| SCORE | State Collaborative on Reforming Education                      |
| SLC   | Student Learning Community                                      |
| TCAP  | Tennessee Comprehensive Assessment Program                      |
| TDOE  | Tennessee Department of Education                               |
| TEAM  | Tennessee Educator Acceleration Model                           |
| TVAAS | Tennessee Value-Added Assessment System                         |

## List of Commonly Used Acronyms and Phrases

### Phrases:

|                              |  |
|------------------------------|--|
| <b>Local Scopes of Work:</b> | Guidelines provided by the State of Tennessee to assist local school districts in proceeding with the Race to the Top funds. These would map out new implementation plans, budget costs, and directions for appropriate use of Race to the Top funds.  |
| <b>Pipeline:</b>             | A system or mechanism implemented to help streamline a process of progression. Many school districts promote “Educator pipelines.” This means they are trying to maintain teacher turnover and recruit new teachers that will grow in the school system.   |
| <b>Rural School:</b>         | Rural schools are often classified as sparsely populated and geographically isolated areas with a large source of national resource infrastructure. These are regions that are commonly high in poverty rates, under employed, and have low levels of adult education. These communities offer a different perspective on the family, as many rural families are multigenerational and tied to local culture, history, and values. |
| <b>Stakeholder:</b>          | A phrase typically given to someone who has a vested interest in the discussed or relevant subject matter. Our study shows how education can have many prominent community stakeholders.   |
| <b>TNCore:</b>               | The State of Tennessee’s official title for the website directing all questions and inquiries on the Common Core State Standards implementation.   |
| <b>Urban School:</b>         | Urban schools are often defined by their composition, which has always been heavily centered in poor, immigrant students and children described as “at risk.” Urban schools are also defined by their bureaucratic structure- implementing heavy regulations and rule in a school and less focus on the student. These schools are located in large, metropolitan cities.  |

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## Prologue

### *Winter 2009*

My family just sat down for Christmas dinner. It was an extra special dinner because my mother's brother, Bill, and his wife, Jamie, were in town for the holidays- a rare occasion, but a welcomed one just the same. I had just completed my fall semester of my senior year in high school and was ready for a break. After the food was blessed and everyone filled his or her plates with Mimi's famous turkey and dressing, it was not long before the phone rang. Everyone knew who's phone it was---Jamie was the Senate Pro Tempore of the State of Tennessee; she was bound to get a phone call or two during family gatherings. I had watched Jamie win her seat in the Tennessee State Senate. I had watched her as chair of the Senate Education Committee. I knew she was doing impressive things. These thoughts filled my mind during her absence from the dinner table. What I did not know is that this particular phone call was about to change her life...as well as the lives of many Tennesseans.

When she returned, she was beaming from ear to ear. She and Bill spoke quietly at the opposite end of the table. "Who was that?" Bill asked. "It was Phil...he says we are well positioned for the grant." Jamie replied. My grandmother, in her delightful curiosity quickly injected herself in the conversation. "And just what are y'all talking about." Jamie smiled, "I'm sorry Ms. Jeanne. That was a phone call from Governor Bredesen. We've just found out that a grant we've been working on for education is being highly considered by the federal government." After a few more initial questions, the topic quickly changed to the deliciousness of the meal. I did not know at the time, but this conversation was at the brink of the largest education reform plan Tennessee would implement.

The following weeks consumed Jamie's and other legislators' schedules with talk about receiving President Obama's education grant money. The grant money would come from one of his first policy proposals: Race To The Top. This policy will soon be discussed, but first a look back...

### *Fall 2010*

It was my first day of class at the University of Tennessee, Knoxville. Dr. Mike Fitzgerald (Doc) had given his opening speech about being 'Men and Women of the Orange and White,' and class attendees felt excited about the four years ahead. Sitting in his classroom seemed surreal, just a few days before I was helping my mother move into her kindergarten classroom. Mom taught in Metro Nashville schools before she and my Dad had my older brother, Brent. She was ready to get back in the classroom after I, her youngest, graduated high school. Mom was really on my mind the first few days of classes. Whether it was hearing about her first days back in the classroom or hearing about education reforms in my class with Doc, Mom's classroom was a dwelling point. The focus of Doc's course was the public policy process, in particular, the public policy process as it related to education policy. We would learn the ends and outs of public policy: how it's made, who shapes it, and how it affects the community. We had guest speakers, like Dr. Matt Murray, come and talk to us about the economic, social, and financial side of education policy, and little by little, I began to see just how integrated our education system was throughout society. This coupled with mom's regular stories about her students, their parents, their successes, and their failures, all got my wheels turning. We learned about President Bush's No Child Left Behind Act and President Obama's Race to the Top education grant.

To understand President Obama's policy, it is important to take a look at the history of the United States' education policy. The United States was, for a great part of the nineteenth and twentieth century, a trailblazer in education reform. Documents as early as Thomas Jefferson's first term as president note the importance of compulsory education for our citizens. But true reform took place when the United States was faced with unknown adversity- nuclear war. The Cold War sent the nation into a tizzy, especially when political leaders realized the vast majority of students were not prepared to lead the country in the event of a national attack. President Dwight Eisenhower was one of the first to increase the national budget for education in hopes of better preparing students in the fields of math and science. It was during this time that education reform was motivated by sociopolitical conditions and nationalistic ideas. Regardless, education policy was largely influenced by the state. It was not until the middle 1960s that federalism and national political actors truly influenced education reform. As tensions from the Cold War slowly settled, the public concern began to spread across different societal issues. Civil strife, urban violence, and abject poverty were at the center of public concerns. Racial separatism, along with these other troubling issues, was shaping the government agenda. In result, the government responded to the War on Poverty with several new social and education reforms to better include minorities.<sup>1</sup> With so many differing opinions about minority groups and their place in society, government used the public school system as its primary tool for enacting social reforms. President Lyndon Johnson pioneered radical education reforms that would ultimately set the stage for current education policy. The Elementary and Secondary Education Act of 1965 was passed after the landmark 1964 Civil Rights Act. President Johnson's administration

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<sup>1</sup> Hlebowitsh, Peter S. 2001. *Foundations of American Education: Purpose and Promise*. Toronto: Wadsworth, p. 535.



worked to strengthen the “Great Society,” a series of social programs that expanded the role of the federal government.<sup>2</sup> The Elementary and Secondary Education Act (ESEA) would be the principle law affecting K-12 education in the United States. It consisted of five titles, but the heart of the law was a program of aid for education of disadvantaged children. This program was described in the first title of the law, commonly known as Title 1. Title 1 was supplemented by four programs that addressed the purchase of new instructional resources, the development of innovative curriculum or instructional techniques, grants to enhance the capabilities of state educational agencies, and support for educational support. The Title 1 provision includes a formula that was used for state funding. The formula worked to provide financial aid to 94 percent of all district schools.<sup>3</sup> ESEA quickly became known as a masterpiece of legislation. It was a model for bipartisanship and the Johnson Administration considered it their most prestigious accomplishment.<sup>4</sup> By the time the ESEA was fully implemented, the national education budget tripled from \$1.5 billion to \$4 billion a year.<sup>5</sup>

### *Spring 2011*

My freshman fall semester in college was over and spring was in the air as I walked to my car to go to church. Mom called. It was a Wednesday night and she was an hour behind me.

“Aaabigaaaiil?...” Mom has a way of breaking news to me...just by the inflection of my name.

“I’ve got some news...it’s about Jamie.” A few minutes later I learned that Jamie was leaving

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<sup>2</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 9.

<sup>3</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 9.

<sup>4</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 10.

<sup>5</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 10.

the state senate to become the President and CEO of the State Collaborative On Reforming Education. I quickly learned what an honor this would be---running Senator Bill Frist's organization and taking on Tennessee education reform. We were all very proud of her. I had a new appreciation for the work she was doing after a few weeks in Dr. Kronick's class, my new education professor. Dr. Kronick required three hours a week volunteering in one of Knoxville's inner city schools. I worked at Sam E. Hill, a preschool. One of the first days I volunteered, I was stopped by a cop on the side of the road. He told me I could not pass through the neighborhood, there had been a shooting. For the students I worked with, stories like this were a dime a dozen at Sam E. Hill. Poverty was a way of life in this part of the city and students dreamed of making it to their eighteenth birthday instead of the hollowed halls of a university. Schools like this received ESEA funds, but it was not enough. School change was still waiting for its limelight.

ESEA continued as the premier guide for educators across the country. In the 1970s and 80s, state legislators reinforced the law. Their goal was to emphasize the importance of becoming a prominent citizen of the community with the skills needed to maintain a job, and focus was given to the continued education of teachers and administrators. A growing concern came from a lack of innovation in the classroom. Teachers felt stagnant with the new ESEA curriculum standards and they wanted funds to grow the curriculum and improve their teaching standards. This sparked policymakers to enhance a curriculum to become "teacher proof."<sup>6</sup> The 1970's carried this item on political agendas for years, but Ronald Reagan took a prominent stand to make the issues a Congressional priority. In 1981, Secretary of Education T.H. Bell appointed a National Commission on Excellence in Education to examine ESEA and American

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<sup>6</sup> Hlebowitsh, Peter S. 2001. *Foundations of American Education: Purpose and Promise*. Toronto: Wadsworth, pp. 540.

schooling. The report issued was called *A Nation at Risk*. This ignited another fire in the education community. It charged America's schools to revamp their curriculum standards, strengthen their graduation rates, and provide better pay for teachers.<sup>7</sup> The response to the report was widespread. States like Texas, North Carolina, Arkansas, and Tennessee, took the recommendations to heart and pioneered new education reforms for their state.

After George H. W. Bush won the 1988 election, he brought state governors together for the first summit on education. Bush was determined to leave office known across the country as the "Education President." The summit provided six national goals. These were announced to the country in President Bush's 1990 State of the Union address. The agenda focused on raising the graduation rate to 90 percent, making sure that each student left fourth, eighth, and twelfth grades prepared in five core subjects. Bush also wanted to bring the country's students to the top in Math and Science. The goals from the summit would emphasize the importance of students being ready to compete in a global economy.<sup>8</sup> President Bush continued his short time in office focusing on these issues but never gained much leeway in concrete methods for implementation. When Bill Clinton was elected president, education policymakers were faced with a new challenge, reauthorizing ESEA. The act was due to expire by the end of 1993. Clinton had the opportunity to reuse, reshape, or discard the act in its entirety. Clinton proceeded with caution. After the 1994 elections, Republicans had taken over the House of Representatives and many were touting their famous Contract with America, which threatened to do away with the Department of Education. Clinton had to figure a way to maintain Title I funding, limit the role of government in the national education system, and uncover a way to give national standards

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<sup>7</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 11.

<sup>8</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 11.

longevity and political clout. Clinton's solution was the Improving Education Act of 1994. This act reauthorized ESEA but called for state enforced provisions on local authorities that would report on school standards, student outcomes, and teacher accountability and performance scores.<sup>9</sup>

### *Summer 2011*

My family had just eaten a delicious meal at Walt Disney World's Animal Kingdom. Mom had been waiting for a phone call for weeks. She had finished her year back in the classroom, but was not officially hired for another year in kindergarten. Mom's first year back in the classroom was fulfilling a leave for another teacher at Lawrenceburg Public School (LPS). I grew up at LPS. My brother went there, I went there, and my mom was the Parent Teacher Association president there for seven years. It was a home away from home, and we knew that was the best place for mom to teach. Mrs. Janet, the school principal (and my brother's kindergarten, first, and second grade teacher) called outside the restaurant. She offered my mom a job teaching first grade. I spent the rest of the summer doing one of three things: painting bookshelves for my Mom's new classroom, organizing books for the bookshelves I had painted, or learning about Common Core. These two words had gained notoriety in my household. I knew they were standards that teachers were about to implement as directed by Governor Haslam and many other education leaders in the state. I also knew that many teachers in Lawrenceburg were unsure of what the standards entailed. I was able to learn even more about this when I helped Jamie at her first conference with SCORE. The Rural Education Summit was in Nashville, TN. People from all over came to hear the carefully

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<sup>9</sup> Hess, Frederick M. and Michael J. Petrelli. 2008. *No Child Left Behind*. New York, NY: Peter Lang, p. 15.

selected speakers and presenters. There were sessions on integrating technology, working with low income, rural students, and figuring out ways to get the community involved with the school. Community involvement in a school was an interesting idea to me. I had seen the good my community involvement did with Dr. Kronick's class (as well as the involvement of so many other wonderful volunteers). But one session put community involvement in different terms, in economic terms. I was the conference note taker for the session, so I was able to sit close to the speakers. They talked about school improvements and rural town economic plans, one in the same. Education and community development were not separate lines in their budget. They complemented each other, supported each other, and were the reason for community and school success. I started my sophomore year of college shortly after the conference. I could not shake the thought of economics and education policy. I look back now and realize the previous year led me to my major and ultimately to this thesis. I had spent a year studying federal education policy, a summer learning about Mom's local school requirements, and now I wanted to use what I had learned to make a difference. But I get ahead of myself...we have not referenced Bush's NCLB.

While Clinton's reauthorization was successful, his second term as president was met with continued opposition for his stance on future education policies. When the reauthorization for ESEA came again in 1999, proposals were brought up in both parties. Democratic Senator Joe Lieberman developed a proposal that would streamline federal funding and promote higher standards and accountability. While the proposal received much support within the party, its popularity died quickly as President Clinton refused to support all of the provisions.

In the meantime, Republicans were encouraged, by their extreme conservative counterparts to produce their own proposal, but none would be successful until the results of the 2000 election were decided.<sup>10</sup> President George W. Bush came into the White House with a steady support system for new changes in education policy. Policy advisors were quick to encourage the new president to work across party lines. From the beginning, the Bush administration wanted to implement a comprehensive education law that would turn around failing American schools and strengthen learning capabilities of current, high achieving students. Bush focused on four guiding principles while building the new law: “increase accountability for student performance,” “focus on what works,” “reduce bureaucracy and increase flexibility,”

**Table 1. Highlights of Bush’s Original No Child Left Behind Proposal<sup>11</sup>**

|   |
|---|
| <b>Annual Tests:</b> States would be required to test all students in grades 3-8 in reading and mathematics as a condition of receiving federal Title I aid.  |
| <b>Vouchers:</b> In disadvantaged schools that failed to make adequate yearly progress for three consecutive years, students could use Title I funds to transfer to a higher-performing public or private school, or to pay for supplemental educational services.  |
| <b>Reading:</b> States that established a reading program “anchored in scientific research” in grades K-2 would be eligible for grants under a new Reading First initiative. An Early Reading First initiative would provide grants for preschool programs, including Head Start.   |
| <b>Technology:</b> E-rate money and technology-grant funds would be consolidated and distributed to schools through states and local districts based on need.   |
| <b>Charter States and Districts:</b> Like the charter schools now operating across the country, states and districts would be allowed to receive greater autonomy in using federal education aid in exchange for increased accountability. Specifically, states and districts would be allowed to enter into a “charter agreement” with the Department of Education to waive the federal regulations placed on categorical grant programs in exchange for presenting a five-year performance agreement. |
| <b>Rewards:</b> High-performing states that narrowed the achievement gap and improved overall student achievement would be rewarded financially. Schools that made the greatest progress in improving the achievement of disadvantaged students would be rewarded with “No Child Left Behind” bonuses.  |

<sup>10</sup> McGuinn, Patrick J. 2006. *No Child Left Behind: The Transformation of Federal Education Policy, 1965-2005*. Lawrence, KS: University of Kansas Press, pp. 162-63.

<sup>11</sup> “Bush Unveils Education Plan,” *Education Week*. January 23, 2001. <http://www.edweek.org>.

**Punishments:** The secretary of education would have the authority to reduce the federal funding available to a state for administrative expenses if the state failed to meet its performance objectives.

**School Choice:** The secretary of education would award grants for innovative efforts to expand parental choice.

**Teacher Quality:** States and districts would be given flexibility in the use of federal aid to allow them to focus more of their efforts on improving teacher quality.

**School Safety:** Funding for schools to promote safety and drug-abuse prevention during and after school would be increased. States would be allowed to give consideration to religious organizations on the same basis as other nongovernmental groups when awarding grants for after-school programs.

The four principles are described in further detail in Figure 2 given to the above. From these four principles came a six hundred-page law, now famously known as the No Child Left Behind Act (NCLB), which was ratified in January 2002. The bill was co-authored by Representatives John Boehner (R-OH) and George Mitchell (D-ME) and Senators Edward Kennedy (D-MA) and Judd Gregg (R-NH). NCLB was meant to revolutionize the way Americans did education. The law sought to test each student and provide accurate, annual reports on the student, teacher, and school at the close of each year. The act gave states the authority to take over failing schools and encouraged state legislatures to find new ways to evaluate their administrators and educators.<sup>12</sup>

The history of education policy that led to the ratification of the NCLB provided a political atmosphere that opened its arms to state involvement in education. With the onset of the ESEA, many states were targeted as failing to produce successful school systems. Among that list was the state of Tennessee. Since the 1980s, Tennessee has worked to enforce both national and state education reforms. Tennessee has followed the path of ESEA and mimicked its up and down

<sup>12</sup> McGuinn, Patrick J. 2006. *No Child Left Behind: The Transformation of Federal Education Policy, 1965-2005*. Lawrence, KS: University of Kansas Press, pp. 168.

patterns of success and failure. The implementation of NCLB provided Tennessee with a report card that gave legislators, teachers, and every other kind of education stakeholder, a reason to worry about the future of the Tennessee education system. In nearly every category, Tennessee students scored below federal benchmarks. These statistics provoked state officials to further action. Education reform was inevitable given the growing influence of the federal government. Tennesseans found themselves at the forefront of major changes in their school system.

### *Present Day*

I grew up watching my Aunt Jamie talk about education reform- whether at the dinner table or in the committee room. But I also grew up watching people, like my Mom, make real differences in schools. Growing up in a small town offered a unique perspective on the changes in education reform; it offered a unique perspective on how far a person would go for their child's education and how little others would do to ensure it. Education has a different meaning for most people in rural communities. Lawrenceburg, Tennessee, the county seat, *is* a small, rural community. The changes brought on by NCLB seemed to effect my high school years, but prior to then, changes in the classroom were slow to start. President Obama's Race to the Top was enacted during my first year in college, and with all honesty, I did not foresee its changes affecting Lawrenceburg for many years. Race to the Top was a \$4 billion contest created to spur innovation and reforms in state and local K-12 education. Race to the Top was funded by the Education Recovery Act, part of the American Recovery and Reinvestment Act of 2009. The announcement of this funding sparked the work of several state legislators, like my aunt, to produce a successful application for the contest. Tennessee was awarded \$501 million in March 2010 and state legislators went to work immediately. The outcome of these efforts has resulted



in immense changes to the Tennessee education system. The work of policymakers has been recognized throughout the country, and Tennessee is quickly becoming one of the leaders in education reform.

These changes have played out throughout my college experience. During Doc's class, I was able to see the documentary, *Waiting for Superman*. Seeing the bleak challenges of our education system jolted me. That experience, coupled with my mother's return to the classroom and my work in Knoxville inner city schools, made my passion for education policy ignite. My raising, both in Lawrenceburg and on the college campus, magnified the differences between rural and urban school systems. The changes Tennessee put in place seemed to look different each place I visited. Knox County had a laundry list of strategic plans; Lawrence County had teachers lined up in protest for the reforms. Why did these systems react so differently to the changes? Why were the test scores different? These questions remained throughout my college experience. It is these questions that are the foundation for this thesis. I believe that education is a societal issue, perhaps the most pressing of our time. With a good education, we can sustain the freedom we hold dear and purport the freedoms of others in need. With a good education, we can expand our job base, increase infrastructure, and improve a nation's quality of life. To me, education is the most *American* aspect of our society. It is the golden ticket for closing the achievement gap, for reshaping failing communities into booming metropolis. Education is our Mecca. The following is a testament to its enduring hope.

## Introduction

During my junior year, I set up a series of interviews and phone calls with well-known education leaders in Knoxville. It was time to start narrowing my focus for my Senior thesis, and I figured talking to education reformers working in the trenches would spark some inspiration. It did not take long for me to find Mike Edwards' number. Mr. Edwards is the current president of the Knoxville Chamber of Commerce and a sitting member of the State Board of Education. I got in touch with his people, and we set up a phone call. We talked about a lot of things: Common Core, student outcomes, teacher evaluations- but one point Mr. Edwards made stuck out like a sore thumb- parent involvement. "Abigail, parents don't know what's going on in our schools. They want to know and we [administrators, education leaders] want to tell them. There's just not a solution for overcoming the obstacles that lead to that necessary, deep understanding. Maybe you should start there- start by sending the message to the parents and the people these changes effect most."

That is what I have done. I am not an academic (I do not really want to be- even though their work is praised and heavily cited throughout this work). So this will not be your typical senior thesis. In getting to know the policies that have shaped Tennessee's schools, I have learned an important thing. Tennessee reformers have the best intentions...but not always the best follow through. Living in Knoxville, I constantly heard about changes going on in education. Knox County Schools had the ear of state officials and that relationship translated to thoughtful policy implementation. But then there was the daily/weekly phone call back home to my mother. One week I heard about her struggle to *even* FIND resources for the new policy implementations- the next was about the frequent backlash from other teachers resisting the policy changes. It all came back to the big issue- understanding what was going on and what

needed to happen in order for our schools to improve. This desire to understand led me to a study that is divided into five chapters.

First, I needed to understand where we (as Tennesseans and education stakeholders) were coming from. My parents would tell me, “Abigail Jeanne, remember who you are and *where* you come from,” before I would head out to go cow tipping...or goodness knows what. How could I understand the new reforms, if I didn’t understand the old problems? The first chapter deals with a look back at Tennessee Education reforms and the pattern of policy change and school structure. The second chapter builds on the most recent changes implemented by the state of Tennessee. Tennessee’s 2010 bill to change schools had many parts. But through my study, I found that the lack of understanding and acceptance of these changes came from three policies: the Common Core State Standards, the new Teacher Evaluation Model, and the PARCC assessment method. In chapter 2, those policies are broken down to their core. I hope any parent or new teacher could read this chapter and understand the basics of what is going on in Tennessee schools. That understanding is critical for Tennessee to have a shot at improving student outcomes.

Chapter 3 moves to a new, but related, topic: the difference between rural and urban schools. Tennessee is truly a diverse state. We have a student demographic with many ethnicities, socioeconomic backgrounds, and educational needs. That is best reflected in the difference found between urban and rural schools. Those differences, their foundation, and the models used to improve urban and rural schools are discussed in this chapter.

The fourth and fifth chapters deal with the differences I have found with policy implementation in two school systems: Knox County and Lawrence County. I was raised in Lawrence County Public Schools. I saw the good, bad, and the ugly, and I knew, with my Mom

currently in a Lawrenceburg elementary school, that changes going on in Knoxville were not the same changes going on in my hometown. I wanted to know why and what could be done to balance these efforts. Tennessee legislators want *every* child to achieve. Everyone. This paper closes with some suggestions on how to better serve *every* student.

I do not know if this paper will ever turn into an article or a book, but I hope it helps someone- even if they are just starting out in the Volunteer state. We have the potential to succeed in this endeavor. We have made the policy changes, fought the opposition, but now its time to look to the people- the parents, the community leaders- those that will make these changes a reality. Here's to those special people...

## Chapter 1: An Overview of Tennessee Education Reforms

On March 29, 2010, the federal Department of Education announced Tennessee and Delaware had been selected as the two recipients of President Obama's Race to the Top grant.<sup>13</sup> The grant was meant to reward state governments leading the way in four key areas of education: (1) Standards that made students college and workforce ready; (2) Creating data systems that inform instructors about student growth and areas of improvement; (3) Recruiting, developing, rewarding, and retaining effective teachers and principals, especially in the most underprivileged schools; (4) Turning around the state's lowest performing schools.<sup>14</sup> The grant money would be divided among the state and local school districts with 50% going to local education agencies.<sup>15</sup>

Before Tennessee was officially named one of the Race to the Top (RTTT) grant recipients, seven state senators sponsored the First to the Top (FTTT) Act.<sup>16</sup> This was passed in a special session in January 2010. The law set in motion a year filled with rigorous reforms for local school districts. At the core of the legislation- a focus on three main student performance goals: young students' academic readiness, high school graduates' readiness for college and careers, and higher rates of graduates enrolling and succeeding in post-secondary education. The new vision for education under this law:

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<sup>13</sup> Tennessee. Department of Education. *First to the Top Workshop*. Nashville, TN: GPO, 2010. p. 9.

<sup>14</sup> Tennessee. Department of Education. *First to the Top Workshop*. Nashville, TN: GPO, 2010. p. 3.

<sup>15</sup> Tennessee. Department of Education. *First to the Top Workshop*. Nashville, TN: GPO, 2010. p. 9.

<sup>16</sup> *The signed legislation is attached as Appendix A.*

“To lead the nation in the development of a skilled workforce-educated and trained by world-class teachers, leaders and schools- comprising the strongest and most responsive public education system in America.”<sup>17</sup>

The law would be grounded in an increased focus on teacher effectiveness and teacher development. It also put a heavy focus on the use of data as a means for student, teacher, and school improvement. Legislators were committed to taking out the bad policies of the past and building on successful models for the future. Partisanship was not to be an issue.<sup>18</sup>

### **Section 1: The First Year of Implementation**

Tennessee moved quickly once the grant was awarded. Over the next year, Tennessee would not only transform its education system, it would build a new bureaucracy for change and transition from one gubernatorial administration to the next. All of this would happen under the watchful eye of the federal government. Being one of two states awarded the grant pressured legislators to stay on task. To understand the rapidity of their actions, follow the timeline provided below:

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<sup>17</sup> Tennessee. Department of Education. *First to the Top Workshop*. Nashville, TN: GPO, 2010. p. 4.

<sup>18</sup> Tennessee. Department of Education. *First to the Top Workshop*. Nashville, TN: GPO, 2010. p. 5.

**Table 2. First to the Top: Year 1 Implementation Timeline**

| <b>Date:</b>                  | <b>Action:</b>  |
|-------------------------------|---|
| <b>March 2010 – June 2010</b> | <p>March 18<sup>th</sup>- First meeting of the Teacher Evaluation Advisory Committee. Work begins to develop new, annual evaluation system linked to individual student performance and gain data.<sup>19</sup></p> <p>March 29<sup>th</sup>- Announcement that Tennessee was awarded a Race to the Top grant.<sup>20</sup></p> <p>April- Local Education Agencies are notified of upcoming responsibilities as pertaining to the new First to the Top act.<sup>21</sup></p> <p>May- 150 School Board Members participate in First to the Top School Board Summit with Governor, Commissioner, Dr. Bill Sanders, Dr. Matthew Springer about First to the Top work plan, Teacher Evaluation Advisory Committee, and Tennessee Value Added Assessment System.<sup>22</sup></p> <p>June- The Tennessee Department of Education is restructured to organize the needs of the new policy. Each major goal is given a manager.<sup>23</sup></p> <p>Race to the Top Assessment – Tennessee, as part of the Program for Advancement on Research and Collaboration Consortium, applies for the Race to the Top assessment program grant to develop online assessments by 2014/15.<sup>24</sup></p> |
| <b>July 2010</b>              | <p>July 30<sup>th</sup>- The Tennessee State Board of Education voted to adopt the Common Core Standards. The Board also voted to adopt a very rigorous definition of proficiency for TCAP benchmarking (even though proficiency rates could decline by as much as 50 points on average per grade and subject).<sup>25</sup></p> <p>The first series of professional development was implemented in select schools using First to the Top funds.<sup>26</sup></p> <p>School districts were notified on July 28th that they could begin the activities proposed in their plans. FTTT activities beginning July 1, 2010, that were approved</p>   |

<sup>19</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. p. 1.

<sup>20</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. p. 1.

<sup>21</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. p. 1.

<sup>22</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. p. 2.

<sup>23</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. pp. 3-4.

<sup>24</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March – June). Nashville, TN: GPO, 2010. pp. 3-4.

<sup>25</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>26</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

|                                     |  |
|-------------------------------------|--|
|                                     | <p>may be reimbursed. Department staff began developing plans for both fiscal and performance based monitoring of the activities presented in the plans.<sup>27</sup></p> <p>Tennessee finalized a new First to the Top website to be launched in early August. The communications team also expanded their activities to better communicate directly with teachers and parents about the First to the Top projects and goals.<sup>28</sup></p> <p>The Teacher Evaluation Advisory Committee (TEAC) met once in July and prepared for their first presentation to the state board of education on their work.<sup>29</sup></p> <p>Tracking of all FTTT funds began on July 27<sup>th</sup> upon the final approval of the state budget. This complied with the federal regulations in the Race to the Top competition.<sup>30</sup></p> <p>By the end of this month, all FTTT projects were assigned managers.<sup>31</sup></p>  |
| <b>August 2010 – September 2010</b> | <p>FTTT project managers worked to align the Common Core standards to the Tennessee standards by providing pacing guides and curriculum maps for districts. The state organized a strategy to secure online formative benchmark assessments for all districts, and these would be available for currently tested subjects in the spring 2011.<sup>32</sup></p> <p>The TEAC voted to approve initial policy recommendations for the State Board of Education including a minimum number of observations per teacher and school leader, a plan to develop measures of student growth in non-tested subjects while using school level value added scores, until such measures are available, and building on the Tennessee Instructional Leadership Standards for school leader evaluations. A field test of the observation elements of the proposed recommendations will begin in October working with 135 schools as well as tracking the work of several other districts including Memphis City Schools, Hamilton County schools, and several smaller municipal districts.<sup>33</sup></p> <p>Training for the districts in the field test began and TNCRED worked to assess the feasibility of the proposed plans.<sup>34</sup></p> |
| <b>October 2010</b>                 | <p>Based upon the inclusion of formative assessments in a large number of local education agencies, the Tennessee Department of Education began research on the</p>  |

<sup>27</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>28</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>29</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>30</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>31</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>32</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (August-September). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>33</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (August-September). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>34</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (August-September). Nashville, TN: GPO, 2010. pp. 1-3.



|                      |   |
|----------------------|---|
|                      | <p>possibility of a state method of formative assessment. Districts received training and log-ins with full access to a formative item bank in January 2011.<sup>35</sup></p> <p>Districts were first required to change all performance indicators to align with new definitions of proficiency. Districts were also expected to create unique trajectories to document their contribution to state student performance goals.<sup>36</sup></p> <p>Governor Phil Bredesen appointed Patrick Smith, a well-respected education policy leader in the state, as Interim Executive Director for First to the Top. As Interim Executive Director, Patrick led the First to the Top gubernatorial transition efforts and coordinated the work of various agencies, outside partners, and stakeholders on First to the Top.<sup>37</sup></p>  |
| <b>November 2010</b> | <p>A cross agency team met to plan the Common Core rollout and training. The team held an informational session with staff in Kentucky to learn about how they are using instructional support networks to rollout Common Core next year. The Department announced a new balanced assessment system that all districts could use as early as winter 2011. The first phase would provide formative assessment tools for math and English in grades 3-8.<sup>38</sup></p> <p>TEAC met both in person and by phone during November. The first meeting provided for the finalization of grievance procedures for the final state board policy. The second meeting allowed the Department to update the TEAC on the technological component of the evaluation developed and the work on alternative measures of growth.<sup>39</sup></p> <p>The Department held a second meeting in November for educators who are crafting alternative measures of academic growth in non-tested subjects (Music, Art, Theater, etc.). A plan for training and rollout of the new system was drafted for summer 2011.<sup>40</sup></p> <p>November 2<sup>nd</sup> - Tennessee elected Knoxville Mayor Bill Haslam to succeed Governor Phil Bredesen. The Governor-elect's transition team included staff from the campaign with who First to the Top staff met with since mid-August 2010.<sup>41</sup></p> |
| <b>December 2010</b> | <p>The Department began planning professional development for state staff on the Common Core standards in advance of trainings with educators. The cross agency team on implementation of Common Core continued to meet and plan the rollout.<sup>42</sup></p> <p>Members of the Department and individuals representing local education agencies provided input into the design of the instructional support networks that will be used</p>  |

<sup>35</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (October). Nashville, TN: GPO, 2010. pp. 1-2.

<sup>36</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (October). Nashville, TN: GPO, 2010. pp. 1-2.

<sup>37</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (October). Nashville, TN: GPO, 2010. pp. 1-2.

<sup>38</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (November). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>39</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (November). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>40</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (November). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>41</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (November). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>42</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (December). Nashville, TN: GPO, 2010. pp. 1-3.

|                      |   |
|----------------------|---|
|                      | <p>to help launch Common Core and other programs.<sup>43</sup></p> <p>The Department continued work to identify assessments that could be used for both the 35 and 15% quantitative sections of the new evaluation. Groups of teachers who have been identified to help the Department develop growth measures and assessments for non-tested subjects continued their work. Department staff helped to identify assessments that could be used to measure the 15% student performance component.<sup>44</sup></p>  |
| <b>January 2011</b>  | <p>Tennessee continued participation with the PARCC planning work around developing support pieces for states to implement Common Core standards. Tennessee made plans to utilize curriculum maps and pacing guides for training on Common Core during summer 2011 provided through PARCC.<sup>45</sup></p> <p>Governor Haslam was sworn in on January 15. The previous day, the Governor announced that Patrick Smith, the Executive Director of First to the Top, would serve as Acting Commissioner of Education while the Governor completed a nationwide search for a permanent Commissioner.<sup>46</sup></p> <p>The Governor and his staff elected to retain several key First to the Top implementation and oversight staff, including Commissioner Smith, through the transition.<sup>47</sup></p> |
| <b>February 2011</b> | <p>As part of the effort to design a more effective mechanism for delivery of Common Core standards training, the TDOE convened its first meeting of an advisory group on establishing an Instructional Learning Network.<sup>48</sup></p>  |
| <b>March 2011</b>    | <p>Tennessee finalized the training plan for introducing Common Core standards into classrooms for the 2011-12 school year. First, all K-2 instructional coaches and district representatives would receive an introduction to the standards. Tennessee would encourage as many K-2 teachers to begin teaching Common Core during the 2011/12 year as possible.<sup>49</sup></p> <p>The second area of training would be Common Core standards awareness for grades 3-12. Beginning in Fall 2011, the state would launch 3-12 training in Math standards through the new Instructional Learning Network (ILN).<sup>50</sup></p>   |

<sup>43</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (December). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>44</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (December). Nashville, TN: GPO, 2010. pp. 1-3.

<sup>45</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (January). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>46</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (January). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>47</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (January). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>48</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (February). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>49</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>50</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (March). Nashville, TN: GPO, 2011. pp. 1-3.

Needless to say, work to implement new education standards moved quickly during the first year. Throughout these new policy implementations, there were many separate groups working with the Tennessee Legislature to facilitate change in the community.

### **Section 1.A: A look back at Tennessee's Education Reform History and SCORE's Influence on First to the Top Policy**

The State Collaborative on Reforming Education (SCORE) was founded by Senator Bill Frist. His vision for the organization was to provide nonpartisan, objective council to the state and local communities on growing needs in education reform. SCORE was run by a small staff, but advised by some of the most involved education reformers in the state. Business leaders, philanthropists, legislators, teachers, and principals all had a hand in the organization's establishment. In conjunction with Tennessee's Race to the Top application, SCORE provided its first report on "The State of Education in Tennessee." The 2009-2010 document looked to the federal government and acknowledged its commitment to transform the country's school system.

"Education is the key to both Tennessee's future and the future of every individual who lives in our great state. In a recent speech to the Hispanic Chamber of Commerce, President Barack Obama said, "We know that economic progress and educational achievement have always gone hand in hand in America...Let there be no doubt: the future belongs to the nation that best educates its citizens." The same is true for states – the future belongs to the states that best educate their citizens. These states will be more successful recruiting businesses and will be better able to control the costs of healthcare and other social services. Citizens living in these states will have more opportunities and live healthier and more prosperous lives."<sup>51</sup>

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<sup>51</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.5.

Citing changes made in the 1980s by Governor Lamar Alexander, the report elaborated on the history of Tennessee's education reform.<sup>52</sup> Governor Lamar Alexander's (1979-1987) work in state education primarily focused on the Better Schools Program.<sup>53</sup> The program sought to improve teacher certification requirements, created Governor's schools for high-performing high school students, and expanded the school year from 175 to 180 days. The most publicized element of the program was the teacher career ladder. This contained five "rungs" that teachers could climb based on their level of training and accepting of additional responsibilities.<sup>54</sup> When teachers advanced to a new rung, or level, they entered a higher pay bracket. During Alexander's tenure, the state also funded the Tennessee Student-Teacher Achievement Ratio project, commonly known as the STAR class-size study. The \$12 million study randomly assigned students in grades K-3 to either classrooms of 13-17 students, classrooms of 22-25 students, or classrooms of 22-25 with an additional teacher aide. The study received national recognition and is still cited today in academic literature on class size.<sup>55</sup> While mixed feelings surround Governor Alexander's work in education reform, it is clear that the work in his administration was a starting point for current education reforms in Tennessee.

Under Governor Ned McWherter (1987-1995), Tennessee began the foundation for its current education funding and data systems. In 1990 and 1991, McWherter launched the Tennessee 2000 / 21st Century Classroom Education tour, to gather ideas about ways to improve the state's education funding model.<sup>56</sup> At the same time, a series of Tennessee Supreme Court decisions ruled the state's existing education funding system was unconstitutional. In response,

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<sup>52</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

<sup>53</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

<sup>54</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

<sup>55</sup> Chetty, Raj., et al. *How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR*. Harvard University Press: Boston, 2011. p. 37.

<sup>56</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

McWherter helped pass the Tennessee Education Improvement Act of 1992.<sup>57</sup> This law established the Basic Education Program, which created a formula for equally distributing education funding across the state.<sup>58</sup> Consequently, the law funded the creation of the Tennessee Value-Added Assessment System (TVAAS). Designed by then-University of Tennessee Professor William Sanders, TVAAS was the first data system in the country that could measure the progress students made from year-to-year. Today, TVAAS is widely recognized as one of the best longitudinal data systems in the United States.<sup>59</sup>

Despite these accomplishments, SCORE's report quickly recognized that Tennessee's data did not match up with past educational reform successes. SCORE explicitly showed how recent student outcomes demonstrate the low level of aptitude among the majority of Tennessee students. The report was broken down into several sections that belabor this point. When comparing Tennessee student outcomes to other states in the Southeast, Tennessee was consistently ranked in the bottom 20 percent.

**Figure 1. Educational Outcomes in Southeastern States<sup>60</sup>**

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<sup>57</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

<sup>58</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.6.

<sup>59</sup> White, John. *The Next Generation of Value-Added Reporting*. Nashville, TN: SAS. 2012. pp. 3-6.

<sup>60</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.10.

## Educational Outcomes in Southeastern States

|                | National Ranking  |   |   |                                      |  |  | Demographics                                       |                                  |
|----------------|---|---|---|--------------------------------------|--|--|--|----------------------------------|
|                | 2007 NAEP<br>4th grade<br>reading<br>and math<br>scores | 2007 NAEP<br>8th grade<br>reading<br>and math<br>scores | Growth in<br>NAEP score<br>1992 to 2007 | High<br>school<br>graduation<br>rate | Percent<br>college<br>freshman<br>receiving<br>Bachelor's<br>within six<br>years | Percent 18-24<br>year olds<br>enrolled in<br>college | Percent<br>free or<br>reduced<br>lunch<br>students | Percent<br>non-white<br>students |
| Tennessee      | 41st  | 40th  | 17th                                    | 32nd                                 | 31st   | 37th   | 47.7%  | 30.9%                            |
| Florida        | 21st  | 35th  | 1st                                     | 47th                                 | 29th   | 32nd   | 45.2%  | 51.6%                            |
| Kentucky       | 32nd  | 33rd  | 11th                                    | 27th                                 | 36th   | 21st   | 51.2%  | 14.2%                            |
| North Carolina | 29th  | 30th  | 1st                                     | 43rd                                 | 16th   | 29th   | 43.2%  | 42.5%                            |
| Virginia       | 7th   | 11th  | 11th                                    | 34th                                 | 9th  | 22nd   | 31.4%  | 40.7%                            |

*Note: Red indicates performance worse than Tennessee.*

*Sources: National Center for Educational Statistics; Education Week's Diploma Counts; University of Tennessee's Center for Business and Economic Research*

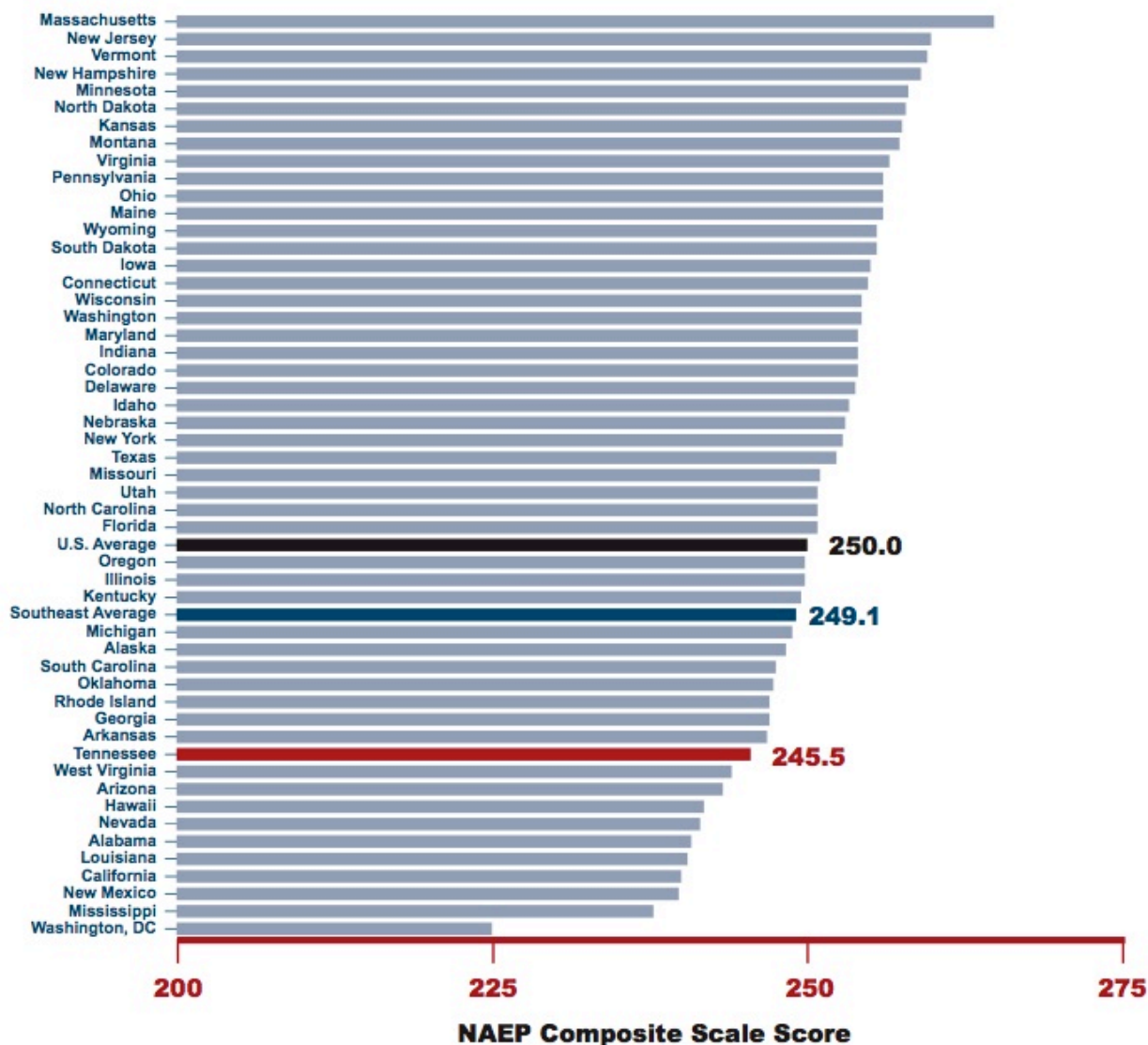
When compared to all states on the National Assessment on Education Performance (NAEP), SCORE's report showed that Tennessee was ranked below the United States average in the 2007 performance report. This not only put Tennessee below the national average by five percentage points, but it also put Tennessee below the Southeast average by approximately 4 percentage points.

**Figure 2. State Performance on the National Assessment of Educational Progress (NAEP), 2007<sup>61</sup>**

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<sup>61</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.12.

### State Performance on the National Assessment of Educational Progress (NAEP), 2007



Notes: Composite scale scores are the average of the fourth grade reading, fourth grade math, eighth grade reading, and eighth grade math scale scores.  
Source: National Center for Educational Statistics

SCORE attributed the disparity between national and regional scores to the achievement gap and the differences in assessment between the state and the nation. Regarding the achievement gap, Tennessee's African American and Hispanic students consistently performed worse than white and Asian students in terms of student achievement and educational attainment. Similarly, students from lower socioeconomic classes performed considerably worse than students from



higher socioeconomic classes.<sup>62</sup> Specifically, while 52.8 percent of white 3<sup>rd</sup> – 8<sup>th</sup> graders scored advanced in math on the Tennessee Comprehensive Assessment Program (TCAP), only 34.7 percent of Hispanic, 26.1 percent of African American, and 31.4 percent of economically disadvantaged students scored advanced. Likewise, while the high school graduation rate for white students was 85.6 percent, the graduation rate for Hispanic students was 73.1 percent, and the graduation rate for African American students was 71.6 percent.<sup>63</sup>

In SCORE's section on assessment and student standards, the research showed that high school graduation standards that are rigorous and well aligned with real world demands are essential for ensuring students graduate high school prepared for college or the workforce.<sup>64</sup> This research also showed that in order for standards to be most effective, a state must align its statewide assessment tests and other state policies with its standards.<sup>65</sup> The report illustrated that by 2005, Tennessee had some of the lowest standards in the country when Tennessee was one of two states to receive an "F" for "Truth in Advertising About Student Proficiency" on a United States Chamber of Commerce report.<sup>66</sup> The report cited Tennessee as having the largest gap between the percentage of students that were proficient in reading and math on state exams and the percentage of students that were proficient in reading and math on the NAEP. While around 90 percent of Tennessee students were labeled proficient on state reading and math TCAP tests, only around 26 percent of students were labeled proficient on NAEP reading and math tests.

**Figure 3. Comparison of Tennessee Proficiency on TCAP and NAEP in 2007<sup>67</sup>**

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<sup>62</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.12.

<sup>63</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.14.

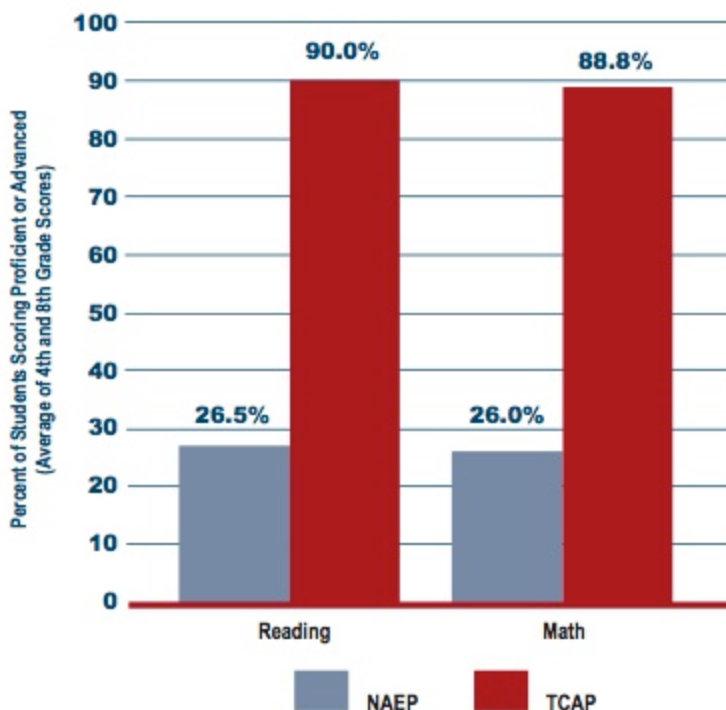
<sup>64</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.15.

<sup>65</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.15.

<sup>66</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p.15.

<sup>67</sup> SCORE. *The State of Education in Tennessee*. Nashville, TN: 2009. p. 15.

### Comparison of Tennessee Proficiency on TCAP and NAEP in 2007



*Source: Tennessee Department of Education; National Center for Educational Statistics*

Such statistics were the catalyst for the Bredesen Administration's new education policy. These statistics provoked the First to the Top Act and ultimately the application to the Race to the Top competition. The rest of SCORE's report complemented the work set out in the First to the Top Act, and this partnership would prove invaluable to the Haslam administration, as new standards would infiltrate local school districts.

## **Section 2: The Second Year of Implementation**

The second year of First to the Top policy implementations started with the selection of a new Commissioner of Education. Kevin Huffman was sworn in on April 4, 2011.<sup>68</sup> Huffman received his education certification with Teach For America. Huffman worked for years at the organization and helped increase the revenue base from \$11 million in 2000 to \$114 million in 2008. He is the first Teach for America alumnus to be named a chief state school officer.<sup>69</sup> Also, by April 2011, more than 125 department, school district, and higher education staff gathered to discuss the effects of the Common Core State Standards (CCSS).<sup>70</sup> Consequently, the State Board of Education finalized and approved the policy recommendations concerning the new teacher evaluation model. Work was completed over the next several months to schedule initial training sessions for state and district evaluators. Still, questions remained about how 15% of the educator's score would be evaluated. Pilot programs were implemented in selected areas to model this percentage, but the state worked through most of the second year without finalizing this rubric measure.<sup>71</sup>

The first round of CCSS training began at the end of May 2011. Initial implementation of CCSS would take place in grades K-2<sup>nd</sup>. The intention of the Department of Education was that all K-2 teachers would implement the CCSS by the beginning of the 2011-2012 school year.

<sup>72</sup> In addition, administrators and evaluators took an intensive four-day course to learn about the new evaluation program. All course participants were expected to pass an online certification

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<sup>68</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (April). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>69</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (April). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>70</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (April). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>71</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (April). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>72</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (May). Nashville, TN: GPO, 2011. pp. 1-3.

test in order to conduct observations in the 2011-2012 school year. By June 2011, nearly 2,000 principals and instructional leaders had been trained, and the pass rate for the online certification test was 92 percent.<sup>73</sup> Trainings continued throughout the fall and beginning of the new school year. The state reached over 4,000 educators with CCSS training. By the end of August, over 6,000 participants had received training on the new evaluation system and the pass rate had risen to 96 percent.<sup>74</sup> The state provided resources and a new database for the new evaluation system. The website was running by September 2011. At this time, there were still some measures in the evaluation carrying untested standards for the rubric. The state continually asked for feedback on these measures and changed the evaluations, scoring policies as needed.<sup>75</sup>

By January 2012, the first set of evaluations was complete and these scores were ready to be uploaded in the new data system accessible to principals, evaluators, and educators. Ten support meetings were held across the state but only 500 educators and principals attended. These meetings offered personal interaction with state officials and district leaders modeling ways to improve the evaluation system and cleared lingering questions about the model expectations.<sup>76</sup> Plans were also made to increase the implementation of CCSS standards in grades 3<sup>rd</sup>-8<sup>th</sup> during the summer 2012. The next month welcomed a new Leadership Council

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<sup>73</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (June). Nashville, TN: GPO, 2011. pp. 1-2.

<sup>74</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (July-August). Nashville, TN: GPO, 2011. pp. 1-3.

<sup>75</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (January). Nashville, TN: GPO, 2012. pp. 1-3.

<sup>76</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (April). Nashville, TN: GPO, 2011. pp. 1-3.

dedicated to the implementation and effectiveness of the CCSS.<sup>77</sup> This council was comprised of different educators and administrators from across the state.

**Table 3. Tennessee's Common Core Leadership Council**<sup>78</sup>  
*Announced February 15, 2012*

| <b>Council Member</b>   | <b>School District</b>                      |
|---|---|
| <b>Susie Bunch</b> , director of schools  | Lexington City Schools                      |
| <b>John Prince</b> , math instructional coach   | Trenton Special School District             |
| <b>Sharon Cooksey</b> , facilitator for curriculum and professional learning  | Franklin Special School District            |
| <b>Tammy Shelton</b> , supervisor of instruction  | Lincoln County                              |
| <b>Bobby Cox</b> , assistant director for teaching and learning   | Warren County                               |
| <b>Sharon Harper</b> , director of research and evaluation  | Bradley County                              |
| <b>Millicent Smith</b> , director of professional development and social studies supervisor; and <b>Theresa Nixon</b> , science supervisor        | Knox County                                 |
| <b>Vicki Kirk</b> , director of schools   | Greene County                               |
| <b>Linda Kennard</b> , director of curriculum and instruction; and <b>David Stephens</b> , assistant superintendent of curriculum and instruction | Memphis City Schools; Shelby County Schools |
| <b>Jared Myracle</b> , assistant principal, Gibson County High School   | Gibson County                               |
| <b>Jeanne Ray</b> , associate director of learning  | Lebanon Special School District             |

By the end of the second year of implementation of FTTT policy initiatives, Core Coaches, state staff to facilitate summer trainings for grades K-8 on CCSS, were being hired. The state was also working in collaboration with PBS to provide a series of training videos for the new evaluation system, and regular webinars were being held to further rubric understanding. Leaders were preparing for statewide assessments which would show the drastic measurable growth in student proficiency as predicted when the state authorized the realignment with national standards. March also marked the last official monthly report provided by the state on their FTTT work. Since then, the state has relied on other agencies, such as SCORE, to report the success and failures of the new education programs. Many educators were displeased by the findings of various score reports. Most school districts saw over a 40 percent decrease in student

<sup>77</sup> Tennessee. Department of Education. *Tennessee's First to the Top Monthly Update* (February). Nashville, TN: GPO, 2012. pp. 1-3.

<sup>78</sup> Tennessee. Department of Education. <http://news.tn.gov/node/8421>.

outcomes. The state expected this drop and encouraged education leaders to focus on ways to improve these scores in the following year. SCORE's answer to the decline, "As Tennesseans adjust to the state's new academic standards, student achievement levels will rebound and, for the first time, accurately reflect how our students are doing compared to their peers in the nation and the world."<sup>79</sup> This led to frustration among educators. 50% of their evaluation score was based on student achievement, and with such poor scores, teachers were concerned about their job security. This led to Governor Haslam's call for a statewide discussion about ways to improve the evaluation model. Haslam asked SCORE to complete a statewide series of town hall meetings inviting teachers and other education stakeholders to express their concerns and ask questions about the evaluation model. After personally attending one of the meetings, it was easy to see Governor Haslam was seeking a controlled response.

All attendees were asked to sit in a blocked off section while a panel of chosen education leaders from the region were asked to provide feedback on the evaluation model. These were evaluators and district leaders trained by the state on the evaluation rubric. Any teacher that was selected to be on the panel had performed well on their previous evaluation. No audience member was allowed to ask questions to the group. The only feedback that was permitted was a half page survey presented at the end of the meeting. SCORE presented the findings from these meetings in an official report to the Governor in the summer of 2012. The report contained seven recommendations for the state in moving forward with evaluation implementation.

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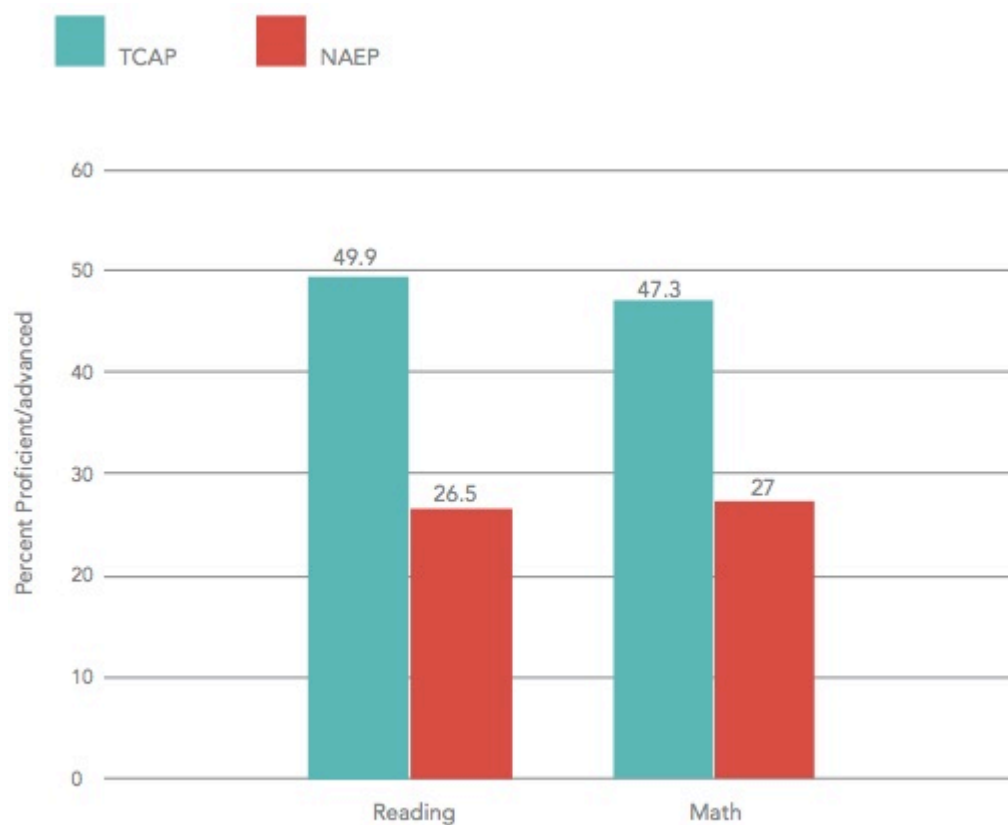
<sup>79</sup> SCORE. *The State of Education in Tennessee-2010*. Nashville, TN: 2010. p. 12-13.

**Table 4. SCORE's Report on the Teacher Evaluation Model<sup>80</sup>**

|  |
|--|
| 1. Ensure current and prospective teachers and leaders receive sufficient training in the new evaluation system.   |
| 2. Link the feedback that teachers receive with high-quality, collaborative, and individualized professional learning opportunities so that they can improve their instruction.  |
| 3. Address challenges with the current quantitative and qualitative measures of teacher effectiveness.   |
| 4. Support school and district leaders in becoming strong instructional manager capable of assessing and developing effective teaching – and hold them accountable for doing so. |
| 5. Re-engage educators in those districts where implementation of the teacher evaluation system has faltered during the first year of work.                                      |
| 6. Integrate the ongoing implementation of the new teacher evaluation system and the common core state standards so that they work together to improve student outcomes.         |
| 7. Drive continuous improvement of the teacher evaluation system at the state, district, and school levels.  |

The proposed steps to achieve these measures will be discussed in the next chapter. It is important to note, however, this has been the most recent effort of the Haslam administration to change the evaluation system. The 2012-2013 school year reported little progress in student outcomes. Many of the same scores reflected those reported following the 2011-2012 school year. At this point, only K-2 grades had implemented the CCSS. Therefore, it was hard to tell the effect of the CCSS on higher grade levels. Instead it became clearer to educators the level of proficiency Tennessee students had been accustomed. Below are charts that show the 2012-2013 proficiency rates with a state and national comparison.

<sup>80</sup> SCORE. *Supporting Effective Teaching in Tennessee: Listening and Gathering Feedback on Tennessee's Teacher Evaluations*. Nashville, TN: 2012. p. 21-29.

**Figure 4. Tennessee Proficiency on TCAP and NAEP in 2012-2013<sup>81</sup>**

This showed the deficiency gap narrowing from the 2007 record. No longer did the state believe that almost 90 percent of its students were proficient in reading and math. It was clear that more than half of the students needed substantial improvement.

<sup>81</sup> SCORE. *The State of Education in Tennessee – 2012-2013*. Nashville, TN: 2013. p. 16.



### **Section 3: Most Recent Activity**

Obviously, the 2013-2014 school year does not have data to show progress in student achievement. There has been, most recently, a shift in support for the Common Core State Standards. In a March 13, 2014, article in the *Tennessean*, Chas Sisk reported a proposed delay in the Common Core State Standards.<sup>82</sup> The Tennessee House of Representatives voted to delay the newest standards of Common Core with an 82-11 vote of support. Democratic House Minority Leader, Craig Fitzhugh of Ripley, sponsored the amendment. Fitzhugh urged fellow representatives the state, “[was] moving too fast.”<sup>83</sup> The passed amendment would delay the program until July 1, 2016, at which point new Social Studies and Science standards would be implemented. All current Math and Language Arts standards would remain intact.<sup>84</sup> Governor Haslam responded to the amendment by saying full passage “would be a disruptive and costly endeavor for the state as well as the districts, schools and teachers that have been implementing the standards for some time.”<sup>85</sup>

Weeks after the Tennessee House of Representatives passed the bill to delay Common Core, the Tennessee Senate also passed the bill-thus confirming the one-year delay of the Common Core aligned statewide test, the PARCC assessment. Joey Garrison wrote in the *Tennessean* that “under a compromise worked out by legislative leaders, Tennessee would halt its transition to the Partnership for Assessment of Readiness for College and Careers test for one

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<sup>82</sup> Sisk, Chas. “Tennessee House approves Common Core delay.” *The Tennessean*. 13 March 2014: p.1-2.

<sup>83</sup> Sisk, Chas. “Tennessee House approves Common Core delay.” *The Tennessean*. 13 March 2014: p.1-2.

<sup>84</sup> Sisk, Chas. “Tennessee House approves Common Core delay.” *The Tennessean*. 13 March 2014: p.1-2.

<sup>85</sup> Sisk, Chas. “Tennessee House approves Common Core delay.” *The Tennessean*. 13 March 2014: p.1-2.

year. This [would] avoid a delay in both the exam and further implementation of the education standards for two years.”<sup>86</sup> While this does not change anything with the Common Core State Standards, the availability to change Tennessee’s course in education reform has concerned many state leaders. In the same article, Education Commissioner, Kevin Huffman, was quoted saying, “I am disappointed...I think our students are as ready as students anywhere in the country for the assessment transition, and I am concerned that children in other states will have access to more advanced assessments before Tennessee children.”<sup>87</sup> Training for Common Core will proceed, as planned, this summer. However, many details will required state officials’ attention, as the delay- so close to the original planned implementation start date- will change the manner in which funds are distributed among schools, training programs, and district education resources.<sup>88</sup> For purposes of this paper, we will discuss the implementation of the PARCC assessment as originally planned (to be implemented in the Fall 2014-Spring 2015 school year), ultimately better preparing the reader to notice the differences in two of Tennessee’s urban and rural schools.

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<sup>86</sup> Garrison, Joey. “TN’s Common Core test delay disappoints, concerns Kevin Huffman.” *The Tennessean*. 17 April 2014.

<sup>87</sup> Garrison, Joey. “TN’s Common Core test delay disappoints, concerns Kevin Huffman.” *The Tennessean*. 17 April 2014.

<sup>88</sup> Garrison, Joey. “TN’s Common Core test delay disappoints, concerns Kevin Huffman.” *The Tennessean*. 17 April 2014.

## **Chapter 2: Understanding Three Policies of the First to the Top Act**

In an effort to better understand the changes going on in Tennessee education, questions continually go back to three policy areas of the First to the Top Act: Common Core State Standards, the new teacher evaluation model, and the new method of student assessment. These areas have been the primary focus for state education officials, district leaders, principals, and teachers in grades K-12 for the past three years. With this understanding, it will be easy to understand the differences in implementation between Lawrence County and Knox County schools.

### **Section 1: The Common Core State Standards**

The Common Core State Standards (CCSS) were created from a state-led initiative with roots extending back many years. At the 1996 National Education Summit, a bipartisan group of governors and business leaders decided to create an organization committed to supporting standards-based reform in the state legislatures.<sup>89</sup> To do so, they formed Achieve, an independent, bipartisan, non-profit education reform organization.<sup>90</sup> In December 2004, the American Diploma Project released the report, “Ready or Not: Creating a High School Diploma that Counts.” The report showed the public that most high school graduates needed remedial

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<sup>89</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>90</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

courses in college, most college students never earned a degree, and most employers said high school graduates lack basic skills for the job force.<sup>91</sup> The report declares:

“While students and their parents may still believe that the diploma reflects adequate preparation for the intellectual demands of adult life, in reality it falls far short of this common-sense goal. The diploma has lost value because graduates could not compete successfully beyond high school.”<sup>92</sup>

This study also found that “whether planning to enter college, workforce, or training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics.” This discussion began the development of the Common Core State Standards.<sup>93</sup>

In 2007, the U.S. Chamber of Commerce gave Tennessee an “F” for “Truth in Advertising” about student proficiency. While large percentages of students were proficient on 2005 state math and reading assessments, much smaller percentages of students were proficient in scores on NAEP.<sup>94</sup> These statistics were illustrated in the first chapter. Tennessee responded by creating the Tennessee Diploma Project to align Tennessee’s education standards to skills needed to succeed in further education and in the workplace.<sup>95</sup> The Tennessee Alignment Committee, a panel of state and local government officials, business leaders, postsecondary and K-12 leaders, led the project. Tennessee joined over half of the states involved to align

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<sup>91</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>92</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>93</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>94</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>95</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

expectations for students as part of the American Diploma Project Network.<sup>96</sup> In July 2008, Achieve documented the efforts of multiple states working to set career and college ready standards. The report tracked the “voluntary standard-setting efforts” in 16 early-adopter states including Arkansas, Georgia, Kentucky, and Tennessee.<sup>97</sup> The current Common Core State Standards initiative was launched by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) in 2008 (both Governor Bredesen and Governor Haslam participate(d) in this organization).<sup>98</sup>

The purpose of the CCSS was to “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.”<sup>99</sup> The standards were designed to be relevant to the world. Creators wanted the standards to reflect the knowledge and skills that students needed for success in college and careers. The fear of not competing with the global economy was a driving force in the creation of the CCSS. This led to three main reasons for the standards.<sup>100</sup> The first was to provide clear standards that accurately aligned to the expectations of colleges and careers. The second was to promote consistency by guaranteeing all students were prepared to pool resources and compete with their peers in the United States and abroad.<sup>101</sup> Last, state education leaders wanted to allow collaboration among participating states. This promoted a wide range of tools and policies that

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<sup>96</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>97</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>98</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 2.

<sup>99</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 3.

<sup>100</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 3.

<sup>101</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 3.

would develop better textbooks, digital media, and other teaching materials. It supported the implementation of similar comprehensive assessments, allowing states to better measure student performance among their regional peers.<sup>102</sup>

It is important to note a central tenet in creating in the CCSS. State education leaders never wanted to create a universal curriculum. Rather, state leaders were interested in emphasizing the standards each student needed to achieve, at grade level, in order to be successful.<sup>103</sup> This meant that no one school district would implement the CCSS the same way. Tennessee was quick to define an educational standard as a “learning expectation.”<sup>104</sup> The state defined the learning expectations, the local school board defined the curriculum (or the means to meet those expectations), and the educator designed the instruction method for teaching the curriculum.

In writing these standards, the NGA and CCSSO organized the process to develop the CCSS. The standards were designed and validated within a year. Below is a timeline of the Common Core State Standards creation:

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<sup>102</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 3.

<sup>103</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 1.

<sup>104</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 1.

**Table 5. Writing the Common Core State Standards Timeline<sup>105</sup>**

|                       |   |
|-----------------------|---|
| <b>July 2009</b>      | NGA and CCSSO announced work groups and released a draft of college and career ready standards for public comment for educators, administrators, and community and parent organizations   |
| <b>September 2009</b> | The Validation Committee was announced. This would be a 25 member committee leading the educators charged with providing independent, expert validation of the CCSS creation process.   |
| <b>March 2010</b>     | The first public draft of the Common Core State Standards was released to the public.   |
| <b>June 2010</b>      | The final version of the Common Core State Standards was released to the public.  |
| <b>June 2010</b>      | The Validation Committee published its final report state, “Unlike past standards setting efforts, the Common Core State Standards are based on best practices in national and international education, as well as research and input from numerous sources.” |

Tennessee’s decision to adopt CCSS was made by the governor and the State Board of Education.<sup>106</sup> On July 30, 2010, the motion to adopt CCSS was passed unanimously by the State Board of Education. The Tennessee legislature, all 136 local education agencies and boards of education committed to the implementation of College and Career Ready Standards through the Race to the Top Application and Grant Award.<sup>107</sup> School districts in Tennessee have phased in the use of the CCSS for Math and English Language Arts over the past three years. District introduction of the standards varied with some districts opting to fully implement in certain grades and other school districts waiting until assessments aligned to the standards. In the 2011-2012 school year, most districts began using CCSS for students in grades K-2<sup>nd</sup>. In the 2012-2013 school year, school districts used the standards in math for grades 3-8, and about half of

<sup>105</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 4.

<sup>106</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.

<sup>107</sup> See Appendix B for a full list of the parties that signed this commitment.

Tennessee school districts participated in a pilot program to begin using the standards in English Language Arts and Literacy.<sup>108</sup>

The Tennessee Department of Education (TDOE) offered free training to support teachers in bettering their understanding of the expectations in the CCSS. These trainings were peer-led, with teachers learning from and working with other educators from surrounding communities and regions.<sup>109</sup> In early 2012, 200 Tennessee math teachers were selected and trained to serve as Core Coaches. These coaches would lead summer training for other teachers in their region. Core Coaches received eight days of professional development prior to leading the trainings over the summer.<sup>110</sup> In July 2012, 13,000 Tennessee educators participated in Math training on the CCSS. In January and March 2013, the department selected and trained 700 new Core Coaches. As of April, 25,000 Tennessee educators had enrolled in the optional trainings offered for summer 2013.<sup>111</sup> In addition to educator training, the department offered optional courses for principals and school leaders similarly structured in a peer-led learning process. More than 2,500 school and district administrators enrolled in a four-day course spanning January to May 2013. The content of this course was co-created by the 90 Tennessee school and district leaders selected as Leadership Coaches.<sup>112</sup>

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<sup>108</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.

<sup>109</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.

<sup>110</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.

<sup>111</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.

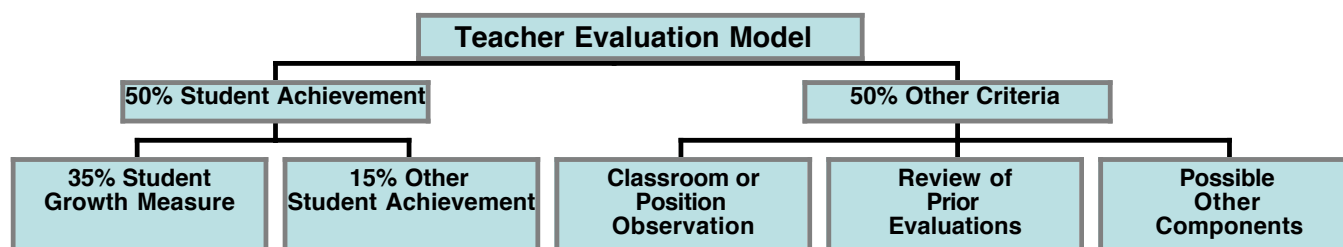
<sup>112</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 5.



## **Section 2: The Teacher Evaluation Model**

Beginning of the 2011-2012 school year, all certified teachers received evaluations following the guidelines set forth by the First to the Top Act. The new evaluation system was meant to create a reflective, individualized approach to teacher evaluation while offering new ways to recognize and support the effectiveness of educators.<sup>113</sup> The new evaluation model has multiple measures that determine teacher effectiveness. Evaluations were made of three main components: personal teacher observation data, student growth scores, and student achievement data selected by the educators and his/her supervisor. The percentages of these three components are broken down in the chart to follow.

**Table 6. The Teacher Evaluation Model**



The 35 percent growth component is determined by whether or not an educator teaches a subject that has a state assessment. Teachers that have the assessment for their students will use their individual TVAAS teacher effect data. TVAAS stands for Tennessee Value-Added Assessment System. This system was based on SAS's Education Value-Added Assessment System (EVAAS) and the statistical methodology of Dr. William Sanders from the University of

<sup>113</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1.

Tennessee, Knoxville.<sup>114</sup> This measure was adopted after Governor Bredesen signed into law the Tennessee Diploma Act. When the evaluation model was first implemented, there were teachers in non-tested subjects (Art, Music, Theater, etc.) that did not have a TVAAS score. Most educators relied on the TVAAS scores of their complementing departments (e.g. Theater instructors used the TVAAS scores of their school's English instructors). Many complaints came from this method. To date, it is still the method for determining non-tested instructor scores. This is under review by TDOE.

The 15 percent student achievement portion of evaluation is data selected by the educator, in collaboration with his or her supervisor, from a list of approved achievement score alternatives by the state.<sup>115</sup> The last half of the teacher's overall evaluation score came from an in class observation. The rubric used for scoring this evaluation is referred to as the TAP rubric.<sup>116</sup> The reason the state chose to use this rubric was based on positive state field test results.<sup>117</sup> This model had consistently been linked to increases in student achievement. The state also preferred TAP's reputation of providing expert training to evaluators and observers. Remember, this training included the online certification test prior to an observer's work in an actual classroom.<sup>118</sup> Finally, the state invested in an online portal, the TAP System Training portal, which would be accessible to all teachers, administrators, and evaluators in hopes of better

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<sup>114</sup> White, John. *The Next Generation of Value-Added Reporting*. Nashville, TN: SAS. 2012. pp. 3-6.

<sup>115</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>116</sup> The TAP rubric is attached to this document as Appendix (X).

<sup>117</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>118</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

educating participants on the new evaluation rubric.<sup>119</sup> This portal contained a variety of resources such as scored lesson videos, lesson plans, and instruction practices. These resources were meant for both teachers and evaluators.<sup>120</sup> Teachers would be evaluated annually, and the number would vary depending on the educator's credentials (professional licenses would be evaluated four times; apprentice licenses would be evaluated six times).<sup>121</sup> The overall evaluation scores were calculated on a 5-category scale. The three components (35 percent growth, 15 percent student achievement, and 50 percent observation) were combined into a single rating on this scale. (Below is a break down of the five categories.)

**Table 7. 5-Category Scale of Teacher Evaluation Scores**

|   |                                  |                               |                                  |  |
|---|----------------------------------|-------------------------------|----------------------------------|--|
| <b>1. Significantly<br/>Below Standards</b> | <b>2. Below<br/>Expectations</b> | <b>3. At<br/>Expectations</b> | <b>4. Above<br/>Expectations</b> | <b>5. Significantly<br/>Above<br/>Expectations</b> |
|---|----------------------------------|-------------------------------|----------------------------------|--|

Following observations, evaluators were expected to provide detailed feedback, highlighting areas of strength and areas of development.<sup>122</sup> Also, written feedback was to be provided within a week and an in person debriefing session was to be scheduled with the educator a week following the observation.<sup>123</sup> The state released guidance on how to determine these categories in summer 2011. These guidelines have not changed since this time. The evaluation scores are

<sup>119</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>120</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>121</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>122</sup> Tennessee. *Teacher and Principal Evaluation-2011 and 2012*. Nashville, TN: GPO, 2011. pp. 11-15.

<sup>123</sup> Tennessee. *Teacher and Principal Evaluation-2011 and 2012*. Nashville, TN: GPO, 2011. pp. 11-15.

used based on the guidelines set forth in the First to the Top Act. The guidelines included use of the evaluation scores for administrator's ability to make personnel decisions, including professional development, tenure attainment, and tenure dismissal. The primary function, however, was meant to improve instruction by developing teaching skills, increasing collaboration and communication among grade level teachers and their supervisors, determining necessary educator support, and distinguishing best practices among educators.<sup>124</sup>

### **Section 3: The PARCC Student Assessment**

After the state adopted the Common Core State Standards (CCSS), many states around the country partnered to develop a common assessment of the new standards. This was a necessary procedure given Tennessee's Race to the Top application grant. RTTT called for a new system of assessments that would prepare students for a global economy, a college campus, and a career.<sup>125</sup> Tennessee's decision to partner with other states stemmed from a desire to unify student assessment requirements so TDOE could more accurately measure student achievement against regional peers.<sup>126</sup> The RTTT application called for an assessment that would not only measure basic levels of proficiency but would also measure student growth for all students across the 'achievement spectrum.' Additionally, the new assessment needed to track a student's

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<sup>124</sup> Tennessee. *Educators Overview: New Teacher and Principal Evaluation*. Nashville, TN: GPO, 2012. p. 1-3.

<sup>125</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 6.

<sup>126</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 6.

mastery of grade level expectations.<sup>127</sup> Finally, the assessment needed to provide feedback on teacher effectiveness and program development, school effectiveness, and determine the individual's college-career readiness.<sup>128</sup> Two programs were deemed acceptable for the assessment in September 2010, The Partnership for Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium. Twenty-two of the states using the CCSS opted to use the PARCC test, and Tennessee became a founding board member of PARCC in late 2010. After the FTTT act was fully implemented, part of the restructuring of Tennessee's Department of Education included new staff solely focused on PARCC. Currently, there are twelve members of TDOE, four district educators, and twenty-four members of the Educator Leader Cadre. This group served as the governing body for Tennessee's implementation of the PARCC assessment.<sup>129</sup>

The design of PARCC looked to build a path to college and career readiness for all students while creating a system of assessments that measured the range of CCSS. PARCC also was meant to support educators in the classroom by providing new resources and technology that aligned with the teacher evaluation model and core standards. TDOE officials promoted PARCC's online assessment, expressing how the system would authenticate assessment forms while being automatically scored. The online format would bring students away from multiple choice, standardized tests, and allowed them to interact in new ways that are both fitting to

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<sup>127</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 6.

<sup>128</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 6.

<sup>129</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 7.

classroom standards and demands of a college or career environment.<sup>130</sup> The online assessment would allow for greater emphasis on writing skills- another skill leaders found crucial to a college and career environment. Last, the online assessment would guarantee a swift return of information to all parties. Teachers and parents could use this quick return to better pinpoint the student's needs in the classroom and in future grades.<sup>131</sup>

A critical aspect to note about the new assessment: the Tennessee Comprehensive Assessment Program (TCAP) included the PARCC Assessments in grades 3-11 in Math and English Language Arts (ELA).<sup>132</sup> At the start of the 2014-2015 school year, the PARCC assessment would replace the End of Course and Achievement tests for Math and ELA (these tests will remain for both Social Studies and Science).<sup>133</sup> This assessment would be split into two parts, taken at different times in the semester. The first section, the Performance-Based Assessment (PBA), would be given in February or March of a semester. The second section, the End of Year Assessment (EYA), would be given in April.<sup>134</sup> The PBA would consist of questions that ask students to perform a task (e.g. "Write an essay," or "Create a model."). The PBA would be split into three sections of ELA and two sections of Math. The EYA would have two parts Math and two parts ELA. The final score would be based on performance across all

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<sup>130</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 7.

<sup>131</sup> Tennessee. *The Common Core State Standards: History and Fact Sheet*. Nashville, TN: GPO, 2011. p. 8.

<sup>132</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 1.

<sup>133</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 1.

<sup>134</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 1.

components (students would not receive a different score for Math and ELA).<sup>135</sup> Of all ELA sections in the assessment, 60 percent included writing. This changed from traditional multiple-choice options, and the goal would be to encourage better communication skills for college and career settings.<sup>136</sup> Reading text in ELA sections would no longer be originally generated for the assessment. Texts from grade level sources would make up question content on the new assessment.<sup>137</sup>

As for changes in the Math assessments, the first would be an increased focus on “major work of the grade.” Under CCSS and PARCC, grade level standards would be lessened but would be given a deeper understanding and application. The PARCC assessment would refer to the shorter list of standards as “major work of the grade.”<sup>138</sup> Students would be able to receive partial credit on the assessment for some questions in Math. This would help students see how their comprehension of a topic could be sufficient, but their ability to execute would need improvement.<sup>139</sup> Partial credit would be available on questions where students were not allowed to use a calculator. Students in grades 1<sup>st</sup> – 5<sup>th</sup> would not be allowed to use a calculator in order to gage their fluency in the most basic Math standards. In 6<sup>th</sup> grade and beyond, calculators would be allowed on certain sections of the Math assessment.<sup>140</sup>

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<sup>135</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 1.

<sup>136</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 2.

<sup>137</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 1.

<sup>138</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 2.

<sup>139</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 2.

<sup>140</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 3.

The PARCC assessment would not begin before the 2014-2015 school year. PARCC has been field-testing assessment prototypes for two years in hopes of making the initial transition seamless. By the end of a student's grade level assessment, teachers, administrators, and parents would be able to tell if the student was ready for the following grade level and making the appropriate progression towards college and career readiness.<sup>141</sup>

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<sup>141</sup> Tennessee. *20 Things Every Tennessee Teacher Should Know about the PARCC Assessment*. Nashville, TN: GPO, 2013. p. 3.



### **Chapter 3: Rural and Urban Schools**

Typically recognized by its three distinct regions, Tennessee has always been known for its diversity. There is West Tennessee's Memphis, home of Elvis Presley and Beale Street, and just a quick drive northeast would take tourists to Bolivar, Tennessee, a small town with about 5,000 residents. Heading east one could make it to an inner city school district, Metro Nashville Public Schools, whose schools literally encircled the state's capitol building and Music City Row. Yet again another quick drive north, south, east, or west would take you to another small, rural community- with another small, rural school system. The pattern continues through East Tennessee with places like Knoxville, Chattanooga, Iron City, and Powell, all with their southern charm, to boot. With such variety, it would be interesting to think about the different ways Tennessee's education reform took shape in these varying communities. But first, one must better understand what rural and urban schools have traditionally looked like in our society.

#### **Section 1: Urban Schools**

In his book, *Dare the School Build a New Social Order*, George Counts writes about an America that was deeply rooted in a belief that education was the great equalizer, the primary purpose of society.<sup>142</sup> Counts argues that no matter the socioeconomic background or the level of intelligence bestowed on a student, education could stabilize the community and by extension, the country, if children would just get in the classroom and learn. It seemed that whenever society called for a social change, it looked to the schools first, and used all persuasive forces to

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<sup>142</sup> Counts, George S. *Dare the School Build a New Social Order?* New York: Arno Press, 1969. pp. 1-13; 27-56.

shift the path of the American people. Take President Dwight Eisenhower's 1958 piece of legislation- the National Defense Education Act was meant to spur growth in the classroom and prepare a nation for an ever-changing global economy.<sup>143</sup> In the wake of the Cold War, Eisenhower felt it imperative to train and educate the nation's youngest scholars on the American legacy and the sciences- both necessary to combat other communist countries. While the legislation was primarily focused on increased spending for scientific and mathematic research, Eisenhower's legislation encouraged classrooms to raise expectations for each student in the hard sciences.<sup>144</sup>

Less than ten years later, President Lyndon Johnson signed the Elementary and Secondary Education Act. ESEA was passed as a part of Johnson's War on Poverty and was the most far-reaching federal legislation affecting education to date.<sup>145</sup> The law was an extensive statute funding primary and secondary education, while explicitly forbidding the establishment of a national curriculum. It emphasized equal access to education and established high standards of accountability.<sup>146</sup> President Johnson was focused on narrowing the achievement gap by providing each child with fair and equal opportunities to obtain an exceptional education. As mandated in the act, the funds were authorized for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion.<sup>147</sup>

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<sup>143</sup> Milkis, Sidney M. and Michael Nelson. (2012). *The American Presidency*. Los Angeles: SAGE. (322-323).

<sup>144</sup> Milkis, Sidney M. and Michael Nelson. (2012). *The American Presidency*. Los Angeles: SAGE. (322-323).

<sup>145</sup> Genovese, Michael A. 2013. *A Presidential Nation*. Boulder: Westview Press. pp. 99-104.

<sup>146</sup> Genovese, Michael A. 2013. *A Presidential Nation*. Boulder: Westview Press. pp. 99-105.

<sup>147</sup> Genovese, Michael A. 2013. *A Presidential Nation*. Boulder: Westview Press. pp. 99-107.

This law paved the way for the 20<sup>th</sup> century education system. These two pieces of legislation were inspired by the need for something more in American society- more defense education, more opportunities for the lower class, and more protection from the unknown troubles against the American people. These laws seemed to convince Americans that their children were receiving an adequate education. At the beginning of the 21<sup>st</sup> century, however, it was evident that this was far from the truth. America's test scores were running in the middle of the pack, at best, in Math, but Reading scores were well below proficient. Most states had students who were barely reading at a 6<sup>th</sup> grade reading level. President George W. Bush's fix was the bipartisan bill, No Child Left Behind. This extended the ESEA and also implemented requirements for testing, accountability, and school improvement.<sup>148</sup> NCLB required states to test students in Reading and Mathematics annually in grades 3-8 and once in grades 10-12.<sup>149</sup> States would also test students in science once in grades 3-5, 6-8, and 10-12. Individual schools, school districts, and states were required to publicly report test results in the aggregate form and for specific student subgroups, including low-income students, students with disabilities, English language learners, and major racial and ethnic groups. NCLB was meant to track student progress like never before and in so doing, make an United States education far superior to any other country in the world.

Over a decade later, American students are still behind, but none more so than students in urban schools. In the United States, nine out of ten students are educated in public schools. By 2020, it is projected that public school enrollment will reach 57.9 million.<sup>150</sup> This group of

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<sup>148</sup> Genovese, Michael A. *A Presidential Nation*. Boulder: Westview Press, 2013 pp.113-118.

<sup>149</sup> Bowles, Samuel and Herbert Gintis. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Chicago: Haymarket Books, 2011. pp. 18-24.

<sup>150</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 6.

heightened enrollment is predominantly from the Southern region of the country. The South educates more than 38 percent of the nation's youth.<sup>151</sup> Of all of these schools and students, there has been a pattern in *where* students are educated. 35 percent of the schools in the country are in suburban areas. 29 percent of the students attend schools in city or urban areas and only 12 percent have schools in rural towns.<sup>152</sup> For urban schools, there are even more distinct patterns. 47 percent of African American students and 44 percent of Latino students attend school in urban areas.<sup>153</sup> This is in stark comparison to the 17 percent of white students who attend urban schools. Not surprisingly, over two-thirds of African American and Latino students go to school where more than half of the student population comes from low-income families. White students barely make up a fourth of this statistic.<sup>154</sup> These racial disparities are much more pronounced in lower grades as opposed to the secondary school level. While this is, in part, due to the fact that elementary schools have a more geographically concentrated group of students, elementary schools still show patterns for urban students that are disturbing for the United States' goal of improving every child's education. Student mobility in elementary schools is especially high for urban and low-income students. A Government Accountability Office analysis showed that students who transferred schools often were disproportionately poor, African American, and from families that did not own their own home or have a father in the

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<sup>151</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 11.

<sup>152</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 16.

<sup>153</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 12.

<sup>154</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 31.

home.<sup>155</sup> Richard Rothstein wrote about the negative effects of high student mobility, citing students who move from town to town statistically suffer academically.<sup>156</sup> It has also been statistically shown that a student's interaction with highly mobile peers has been negatively effected by the interruption.<sup>157</sup>

An analysis of the racial composition of Tennessee public school students in 2006 reveals that 24.98% of the students in the state are African American and from low-income families.<sup>158</sup> The enrollment of African-American students varies from system to system, but seventeen of the state's 136 school systems have an enrollment of African-American students greater than the state's average of African-American student population.<sup>159</sup> Of the 61,971 classroom personnel, 6,540 identified themselves as African-American in the 2004-2005 school year.<sup>160</sup> These statistics have not been publicly updated since 2006. However, much attention has been given to the education and curriculum for these students. Because test scores in Tennessee are among the lowest in the country, much effort has been given to schools with the poorest students. Tennessee holds one of the largest inner city school districts in the country with Shelby County (Memphis City) schools. The size of this school district brings a new set of problems to the education reform mix. Regardless, Tennessee legislators and education reformers are treating all

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<sup>155</sup> Kober, Nancy. "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy, 2006. p. 35.

<sup>156</sup> Rothstein, Richard. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York City: Teachers College, 2004. p. 135.

<sup>157</sup> Rothstein, Richard. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York City: Teachers College, 2004. p. 135

<sup>158</sup> Sievers, Lana. *Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee*. Nashville: Tennessee Dept. of Education, 2006. pp. 3-5.

<sup>159</sup> Sievers, Lana. *Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee*. Nashville: Tennessee Dept. of Education, 2006. pp. 3-5.

<sup>160</sup> Sievers, Lana. *Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee*. Nashville: Tennessee Dept. of Education, 2006. pp. 3-5.

school systems in the state the same by implementing state-wide standards. Lawmakers argue that the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

Critics would argue that these changes are not tailored to low-income, urban students. Editors of *Rethinking Schools* wrote a pointed article about the future failure of the CCSS, projecting that the first round of assessments would bring close to an eighty percent failure rate in many urban schools. Editors wrote, “The plunging scores will be used as an excuse to close more public schools and open more privatized charters and voucher schools, especially in poor communities of color.”<sup>161</sup> Before this theory can be given merit, take a moment to get to know the history and make up of urban schools.

### **Section 1.A: History of Urban Schools**

In his book, *The One Best System*, David Tyack relays a history of the earliest urban schools. He starts by describing the dark, heat filled rooms that served as a 1900s classroom.<sup>162</sup> Tyack tells the story of a young woman, Helen Todd, who surveyed many school children in 1909. Through her survey, Todd asked five hundred students whether they preferred working in a factory or learning in schools.<sup>163</sup> Four hundred and twelve said they preferred working in a factory.<sup>164</sup> When pressed for a reason, most students answered in a similar tone. “They hits ye if yer don’t

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<sup>161</sup> Rethinking Schools. The Trouble with Common Core. Accessed from: [http://www.rethinkingschools.org/archive/27\\_04/edit274.shtml](http://www.rethinkingschools.org/archive/27_04/edit274.shtml) , Summer 2013. Par. 16-Par. 18.

<sup>162</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 177.

<sup>163</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 177.

<sup>164</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 178.

learn, and they hits ye if ye whisper, and they hits ye if ye have string in yer pocket, and they hits ye if yer seat squeaks, and they hits ye if ye don't stan' up in time, and they hits ye if yer late, and they hits ye if ye ferget the page."<sup>165</sup> Throughout this time, urban schools were filled with teachers who did not understand the principles of nurturing a child's mind in a way he or she could learn. Increased problems in the classroom led to Chicago's movement to humanize schools.<sup>166</sup> Many reformers relied on John Dewey's progressive philosophy for schools. Dewey believed that the desires of a parent for their child should be synchronized with the desires of the community for its youth.<sup>167</sup> This desire would expand education to a new frontier, bringing education reforms to modernize schools with bathrooms, affordable school lunches, and healthcare systems to many students in large urban areas.<sup>168</sup> Through 1940, many urban schools transformed learning models throughout the country. Students began to be classified by their IQ and learning capabilities based on new testing models, and the idea of making schools a unitary community provoked many schools to expand its reach throughout the city.<sup>169</sup> However, many personal issues (domestic violence, abuse, poverty, etc.) that kept urban students from learning were not considered issues of public concern. It would be much later that society would see the value of taking on a student's well being as a factor in providing the best possible education.<sup>170</sup>

Until the late 20<sup>th</sup> Century, urban schools functioned under the same model as all schools in the United States. Increasingly, however, students in urban schools fell further behind their suburban counterparts. From 1947-1980, many schools saw an increase in power in local

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<sup>165</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 178.

<sup>166</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 178.

<sup>167</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 178.

<sup>168</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 178-180.

<sup>169</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 180.

<sup>170</sup> Tyack, David. *The One Best System*. Cambridge: Harvard University Press, 1974. p. 181.

authority. Decentralization of powers from the state over educational issues allowed local officials to tailor curriculum and budgetary needs to the school.<sup>171</sup> This shift in power, however, led to distance between understanding the function and performance of individual students and more focus on the function and performance of the school.<sup>172</sup> As mentioned earlier, President Johnson's Elementary and Secondary Education Act brought focus to failing urban schools and increased funds for students living in impoverished communities. Regulatory interventions, like ESEA, *Brown v. Board of Education*, and the Civil Rights Act, caused social uprising and a call for further reforms in the classroom.<sup>173</sup> These movements encapsulated the 1960s and 1970s, bringing larger bureaucratic forms to local school governments. Bureaucratic changes kept the focus away from failing urban students, and looked to failing social norms.<sup>174</sup> During the 1980's, the Reagan administration called for a refocus on the students. With his *A Nation at Risk*, Reagan's Administration called for states to increase their policy focus on student achievement by making "the little buggers work harder."<sup>175</sup> State policies increased curriculum requirements and prescribed more courses, more time in the classroom, and standards that matched with world-class education systems.<sup>176</sup> Still, the 1980s and 1990's did not show positive results from these changes. There began an increased focus on what defines an urban, city school. Louis Weiner directs the attention to the composition of urban schools. In *Urban*

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<sup>171</sup> Fung, Archon. *Empowered Participation*. Princeton: Princeton University Press, 2004. pp. 39-44.

<sup>172</sup> Fung, Archon. *Empowered Participation*. Princeton: Princeton University Press, 2004. pp. 42-44.

<sup>173</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. pp. 16-18.

<sup>174</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 17.

<sup>175</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 21.

<sup>176</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 21.



*Teaching*, Weiner writes that urban schools are greatly defined by their composition, which has always been heavily centered in poor, immigrant students and children described as “at risk.”<sup>177</sup> Weiner also writes that urban schools are defined by their bureaucratic structure- one that is to ideally connect the school with the community. In actuality, both keep each other at arms length and neither work together for a common purpose.<sup>178</sup> Urban schools, Weiner writes, have consistently been used to resolve religious and political arguments that made up the nation’s social fabric. In doing so, urban schools were stripped of their ability to personalize a child’s education and implemented a series of rules and regulations that standardized education as a whole.<sup>179</sup> Urban schools were also defined by their pattern of under funded, under sourced facilities and faculty. These aspects of urban schools are most prevalent today. Because of these issues, many urban schools have sought reform over the past twenty years. The next section identifies some popular reforms that have swept the nation’s poorest city schools and changed the way education reformers view of urban learning.

### **Section 1.B: Recent Reform Models for Urban Schools**

The three models featured in this section are by no means a conclusive list of all urban school reform models in the country. These models, however, will be highlighted in later chapters and were chosen to be part of this chapter to better emphasize the changes in recent urban schools.

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<sup>177</sup> Weiner, Lois. *Urban Teaching: The Essentials*. New York City: Teachers College, 2006. p. 16.

<sup>178</sup> Weiner, Lois. *Urban Teaching: The Essentials*. New York City: Teachers College, 2006. p. 16.

<sup>179</sup> Weiner, Lois. *Urban Teaching: The Essentials*. New York City: Teachers College, 2006. p. 16.

These models allow us to understand the new definition of urban schools and set the foundation for differences explained in the next chapter.

### *Achievement First Schools*

In 1998, a group of New Haven educators came together with a clear goal in mind: to prove that urban students can achieve at the same level as their affluent suburban counterparts. Confronted by the popular attitude that demographics were destiny, this group of educators decided the best way to address the problem was to change the system. The result was the creation of a public charter school, Amistad Academy. The school enabled its students to achieve at high levels and changed a system that seemed to only work against minority demographics. Over the last ten years, Amistad Academy has reversed the perception that "those kids can't learn."<sup>180</sup> For the past seven years, Amistad Academy students (100 percent of whom are selected by blind lottery, 78 percent of whom receive free and reduced lunch and 98 percent of whom are African American or Hispanic) have beat state averages in Reading and Math, demonstrating that they can achieve on the same level with their wealthiest peers statewide.<sup>181</sup> Since the creation of Amistad Academy, founders created Achievement First, a nonprofit organization with the goal of using Amistad Academy's knowledge and best practices to bring a greater impact to the community. Ever since their first school, Achievement First has grown into a network that includes 25 schools in five cities.<sup>182</sup> In 1999, Amistad Academy opened with 84 fifth and sixth

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<sup>180</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>181</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>182</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

graders. Now, in the 2013- 2014 school year, Achievement First is serving 8,100 students in grades K-12<sup>th</sup>.<sup>183</sup>

Part of the success in these schools is Achievement First's dedication to a rigorous curriculum model and school structure. Achievement First's approach consists of a set of basic principles that, when combined and executed well, have consistently demonstrated an ability to enable all students to succeed.<sup>184</sup> Achievement First lives by six core program elements: (1) Unwavering Focus on Student Achievement; (2) Focus on Talent; (3) More Time on Task; (4) Rigorous Curriculum; (5) Strategic Use of Data and Targeted Interventions; and (6) Strong School Culture.<sup>185</sup>

As a first element, all Achievement First teachers and principals are focused on completely closing the achievement gap for students. Because of this, student performance serves as the chief factor in school, principal, and teacher evaluations. Evaluations are judged by the *Achievement First Essentials Observation Rubric* and the *Cycle of Highly Effective Teaching*.<sup>186</sup> Achievement First's observation rubric was designed to measure essential facets of great instruction and the overall effectiveness of a lesson on student achievement outcomes. There are four key domains of instruction: (1) A Clear and High Bar for Student Achievement, (2) Design and Delivery of an Effective Lesson, (3) Classroom Culture, and (4) Ensure Achievement for all scholars.<sup>187</sup> The *Cycle of Highly Effective Teaching* is a structure of teaching and planning that guides the school year. Before each school year starts, teachers, grade level leaders and administrators work together to form a scope and sequence of interim

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<sup>183</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>184</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>185</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>186</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>187</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

assessments. Here they set overarching goals that are measurable for both the year as a whole and each assessment cycle.<sup>188</sup> Assessments are given every six to eight weeks. Educators work together to break up the year into units that will mark different milestones in the school year. This leads to a constant integration of teacher collaboration, administrative feedback, and focus on year-end goals.<sup>189</sup>

The second element of their success has to do with Achievement First's firm belief that one of the most important determinants of student achievement is the quality of the teacher in the classroom.<sup>190</sup> Likewise, the quality of school leaders is the most important driver of teacher success. Consequently, Achievement First goes to great lengths to recruit, develop, recognize and retain a team of talented teachers and school leaders. All new Achievement First school leaders train for two years before launching a new school, and all new Achievement First teachers participate in nearly four weeks of professional development. Achievement First schools release early on Fridays to provide two additional hours every week of staff meeting and learning time. Every Achievement First teacher has a coach (a principal, dean or lead teacher) who meets with them at least once every two weeks to provide individual coaching and support.<sup>191</sup>

The third element of success, Achievement First schools are in session nearly two hours longer than the traditional public schools, allowing many students to have two reading classes and an extended Math class every day. There is an average of one to two hours of homework per night, and an intensive independent Reading program so that students read both at home and at

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<sup>188</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>189</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>190</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>191</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

school.<sup>192</sup> Fourth, Achievement First has clearly defined "scope and sequence" documents that outline the ambitious academic standards that all students are expected to master at each grade level. Teachers understand that covering material is not the goal; value is placed on how well students master the standards. This curriculum coincides with Achievement First's next element, which is an integrated assessment process. Every six weeks, Achievement First teachers give interim assessments (IA) that measure whether students have actually mastered what teachers have taught them. Teachers and principals spend a "data day" after each IA dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.<sup>193</sup>

Last and perhaps most importantly, Achievement First schools foster a positive, but disciplined, school culture. Immediately upon entering an Achievement First school, leaders want students to feel a sense of urgency, order, rigor, focus and joy. Achievement First model is focused on a set of core values, or "REACH" values. This stands for Respect, Enthusiasm, Achievement, Citizenship and Hard Work.<sup>194</sup> They appear in every classroom and are taught, cultivated and reinforced as explicitly as academics. Another aspect of their school culture has to do with sweating the small stuff. In many urban schools, teachers and leaders pick their battles, only addressing blatant instances of poor behavior. Achievement First, on the other hand, has adopted sociologist James Q. Wilson's "broken windows" theory that even small details can have a significant effect on overall culture, believing that students can rise to the level of

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<sup>192</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>193</sup> Tough, Paul. 2006. "What It Takes to Make a Student." New York Times Magazine.

<sup>194</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

expectations placed on them.<sup>195</sup> This level of expectation translates to a part of school culture that keeps students with the same goal in mind, going to college. The norm at Achievement First schools: all students are going to college. Teachers continuously expose students to college: all classrooms are named after universities, and students make field trips to college campuses, hear speakers talk about college, write research papers on colleges and, most important, master a college-preparatory curriculum. From the moment our students arrive, they know what year they are expected to graduate from college (the current kindergarteners are known as the "Class of 2029").

The final pieces of a positive school culture have to do with the educators. Achievement First schools are small learning communities in which all the teachers and leaders know the names of the students. Achievement First schools use a co-advisor system in which a class of 25-27 students is co-advised by two teachers, which enables them to develop meaningful relationships with all the students in their advisory.<sup>196</sup> This co-dependency is extended to parents and guardians. At Achievement First schools, parents, students and school leaders all sign a contract that outlines their shared commitment to hard work. Achievement First believes parental involvement leads to outstanding student achievement. Above all of these contributions to school culture, Achievement First believes that great education should be rigorous and fun, challenging and engaging, structured and joyful. Teachers are evaluated on their ability to ensure that the J-Factor (the Joy factor) is high in every class.<sup>197</sup>

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<sup>195</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

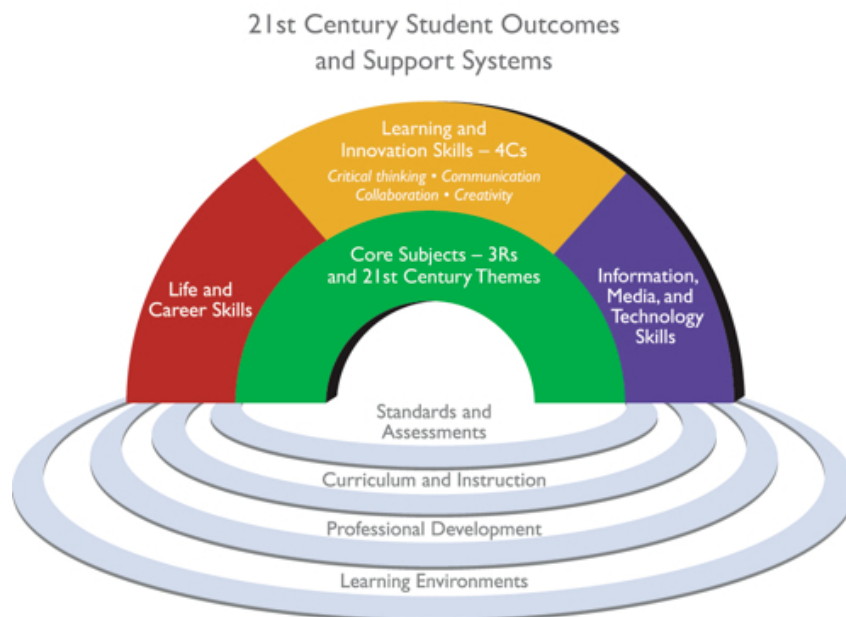
<sup>196</sup> Tough, Paul. 2006. "What It Takes to Make a Student." New York Times Magazine.

<sup>197</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

### *Framework for 21<sup>st</sup> Century Learning*

A second model for urban schools is a newer organization that is more ideologically based than it is classroom based. The Partnership for 21st Century Skills (P21) was founded in 2002 as a coalition bringing together the business community, education leaders, and policymakers to position 21st century readiness at the center of United States K-12 education and to kick-start a national conversation on the importance of 21st century skills for all students. The Framework presents a holistic view of 21st century teaching and learning that combines a focus on 21st century student outcomes (a mixture of specific skills, content knowledge, expertise and literacy) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

**Figure 5. 21<sup>st</sup> Century Student Outcomes and Support Systems<sup>198</sup>**



<sup>198</sup> Partnership for 21<sup>st</sup> Century Skills.

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

The key elements of 21st century learning are represented in the graphic and descriptions above. The graphic represents both 21st century student outcomes (as represented by the arches of the rainbow) and 21st century learning support systems (as represented by the pools at the bottom).<sup>199</sup>

21<sup>st</sup> Century Learning believes the mastery of certain subjects is paramount in student success. The inclusion of these subjects is one of the top priorities of the coalition. These subjects include: English, Reading or Language Arts, world languages, the arts, Mathematics, Economics, Science, Geography, History, Government and Civics.<sup>200</sup> While this subject matter does not differ much from the traditional public school, 21<sup>st</sup> century uses these subjects as a means to bolster more education in areas such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.<sup>201</sup> It is the collection of these subjects and themes that makes 21<sup>st</sup> century a desirable effort supported by many businesses and corporations. While 21<sup>st</sup> century learning is not a classroom based initiative, funding from the coalition is stretching across the country in states eager to tie both the economic and social needs of a community into the needs of the classroom.<sup>202</sup> Here states receive additional funding for new curriculum and class resources. P21 collaborates with the state's curriculum and fuses their framework in ways educators, parents, and other community

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<sup>199</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>200</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>201</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>202</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.



leaders can further improve the education of students. P21 has created supplemental materials for regions utilizing the Common Core State Standards.<sup>203</sup>

Results have been reported widely throughout the program and its partners. A new program is being implemented through many 21<sup>st</sup> century learning schools that shows improvement in low income and urban schools. The 21st Century Learning Exemplar Program is designed to be a cornerstone for the next stage of the 21st century skills movement.<sup>204</sup> For the past 10 years, P21 has advocated for 21st century readiness for every student. Thousands of schools, communities and leaders across the country have helped to define 21st century skills and promote their adoption. This resource is readily available and easy to access.<sup>205</sup> It is a resource that not every state has taken advantage of but collaborates beautifully with the needs of under privileged students in urban schools.

### *Harlem Children Zone*

In the heart of Harlem, New York, schools were not a top priority in the community. Here one could find an alarming crime rate, high homeless rates, and a struggling family demographic. In the early 1990's, the Harlem Children Zone ran a pilot project that brought a range of support services to a single block in the Brooklyn, New York, area. The idea was to address all the

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<sup>203</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>204</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>205</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

problems underprivileged families face. The pilot would address the poor quality apartments of families of failing schools and also violent crime patterns and chronic health issues in the community.<sup>206</sup> A lofty goal from the start, the Harlem Children Zone created a 10-year business plan and a system that began carefully evaluating and tracking the results of their work. Those evaluation results enabled staff to see if programs were achieving their objectives and to take corrective actions if they were not. In 1997, the agency began a network of programs for a 24-block area: the Harlem Children's Zone Project. In 2007, the Zone Project grew to almost 100 blocks. Today, the Harlem Children Zone works with more than 8,000 children and 6,000 adults.<sup>207</sup>

While there have been critics of the Harlem Children Zone's success, it is hard to ignore the influence on urban city schools and low-income families. Known as "one of the most ambitious social-service experiments of our time," by The New York Times, the Harlem Children Zone Project is a unique, holistic approach to rebuilding a community so that children can stay on track through college and go on into the global job market.<sup>208</sup> The goal of the Children Zone was to create a central change in the neighborhood so that children would be surrounded by a positive environment of college-oriented peers and supportive adults.

In January 2007, the Harlem Children Zone Project launched a new phase in its master plan. This expanded its comprehensive system of programs to nearly 100 blocks of Central Harlem. President Barack Obama called for the creation of "Promise Neighborhoods" across the country based on the comprehensive, data-driven approach of the Harlem Children Zone Project.

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<sup>206</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>207</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>208</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

The project begins with The Baby College. This is a series of workshops for parents of children ages 0-3 that educates parents and caregivers on ways to bring up a child who is school ready. The pipeline includes best-practice programs for children of every age through college. The project involves in school, after school, social services, health and community-building programs. With dual pathways through the pipeline, one track requires children go through the Harlem Children Zone Promise Academy charter schools. In the other track, students attend Harlem Children Zone supported public schools. Aid to these schools includes in-class assistants during the school day and opportunities for students to attend after school programs.<sup>209</sup> The Harlem Children Zone believes for children to do well, their families must do well. The Children Zone believes for families to do well, their community must also do well. This is the basis for the Harlem Children Zone's broader focus on a family's and parent's positive impact on a child's development.

Even though family and child development are a huge part of the mission of the Harlem Children Zone, the curriculum and school programs they promote in the Promise Academy Charter Schools are an important model for other developing urban school districts. The mission is to give children in Harlem a high-quality, well-rounded education. To do so, the schools have assembled a talented, loving staff that creates safe, enriching environments where children know they are cared about and high academic expectations must be met. The children at the three Promise Academy schools have an extended school day and year, giving them the time they need to master basic skills as well as explore the arts and sciences.<sup>210</sup> To make sure they are ready for the rigors of the school day, the students receive healthy meals, and participate in daily physical

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<sup>209</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>210</sup> Shulman, Robin. 2009. "Harlem Program Singled Out as Model." New York Times.

activity. The school staff works hand-in-hand with the after-school staff, which offers the students academic help, as well as various classes - from chess to music; from photography to web design. There is also a Saturday Academy for children who need additional help with their English and Math skills.<sup>211</sup>

Results show potential. At Promise Academy II, 100 percent of the third-graders were at or above grade level on the 2008 statewide Math test. At Promise Academy I, 97 percent of the third-graders were at or above grade level in Math.<sup>212</sup> At Promise Academy I middle school, where the students entered at 6<sup>th</sup> grade and were two and three years behind grade level, there has been great progress. The 8<sup>th</sup> graders scored 87 percent on or above grade level on the latest statewide Math test, whereas they had entered the school with only 40 percent at grade level.<sup>213</sup> In its citywide progress reports, the New York City Department of Education gave the Harlem Children Zone Promise Academy an “A” for its performance.

In 2006, a health clinic opened in the middle-school building so the students could get free medical, dental and mental-health services.<sup>214</sup> The Harlem Children’s Health Project is a partnership of the Children’s Health Fund, the Mailman School of Public Health at Columbia University, New York-Presbyterian Hospital and Harlem Children Zone. In addition to this, the clinic works with the elementary schools to identify children’s unmet health needs and to facilitate necessary care. With many of the students spending 10 or more hours a day at the

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<sup>211</sup> Shulman, Robin. 2009. “Harlem Program Singled Out as Model.” New York Times.

<sup>212</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>213</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>214</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

school, they are engrossed in the school's culture of achievement and intellectual growth.<sup>215</sup>

Today, many of the Promise Academy students feel it is the trendy thing to be smart and firmly believe they can succeed.

Promise Academy has had conflicting feedback on its success. Many are unsure of its validity in testing and tracking accuracy, but the Harlem Children Zone feels its endeavors are reaching the community and impacting a once low performing school district. The Harlem Children Zone regularly boast that 100 percent of 3<sup>rd</sup> graders at Promise Academies I and II tested at or above grade level on the Math exam. These scores outperform their peers in New York State, New York City, and the general statistics for black and white students throughout the state.<sup>216</sup>

The Harlem Children Zone is not a perfect model, but it does show that success can be found even in the country's poorest urban school districts. The Harlem Children Zone has been noteworthy in showing the importance of data and tracking the success and failure of its students. It has also been influential in building the correlation and relationship of the community, the parent, and the child to high educational outcomes.

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<sup>215</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>216</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

## **Section 2: Rural Schools**

In 2006, Pauline Lipman reported that for the first time urban schools have a larger population of students than rural schools.<sup>217</sup> While this could be contributed to many factors, it in no way takes away from the importance of rural schools. These schools have long been a part of our country's social fabric, but represent a different set of learning challenges against urban schools. The State Collaborative On Reforming Education (SCORE) released a report in 2011 discussing several points for change in Tennessee's rural schools. In the report, SCORE noted the connection between a quality education and a vibrant, sustainable economy.<sup>218</sup> This connection illustrates a growing concern with rural communities, their declining job force, and their wanting education system. Challenges in rural communities are often unlike many throughout the rest of the country, and Tennessee has its fair share of challenges, such as limited access to resources and high staff turnover.<sup>219</sup> Many of these communities have been labeled "chronically poor" for years, but a magic solution has never been presented to fix the needs of these areas. With little socioeconomic diversity in these communities, there is a lack of ideas to spark innovation and change. Who suffers from this complacency? Most times it is the school, but by extension society also suffers. Looking back at the history of rural schools, notice the differences from the urban schools described in the previous section.

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<sup>217</sup> Lipman, Pauline. *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*. New York City: Rutledge, 2011. p. 4.

<sup>218</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. p. 2.

<sup>219</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. p. 3.

## **Section 2.A: History of Rural Schools**

In the nineteenth century, compulsory school attendance laws swept the nation. No matter a child's family status, it was the basic right of an American citizen to *be* educated and to receive a quality education. During this time, schools were referred to as "common schools" which were largely a grassroots effort of the community.<sup>220</sup> The decisions of a school were matters of local authorities, even though no formal call for centralized school governance existed at the time. Horace Mann, an 1840's school reformer, was one of the first public figures to model the rural school system.<sup>221</sup> Mann spread the belief that "public education's purpose was to train upright citizens by inculcating a common denominator of nonsectarian morality and nonpartisan civic instruction and that the common school should be free, open to all children, and public in support and control."<sup>222</sup> During the time, four out of five Americans lived in rural areas. This meant that the community's one-room school would be led by a small group of parents and town leaders, traditionally in the form of appointed local trustees. The school was centered on two things: the church and the family. Parents and trustees selected the teacher, oversaw the curriculum, and boarded teachers in their homes. The school was a central tenet of the community.<sup>223</sup>

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<sup>220</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 7.

<sup>221</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 7.

<sup>222</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. pp. 7-8.

<sup>223</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 8.

Legally, the rural schools were a part of the state's department of education. However, studies show that these departments consisted of one to two people as late of 1890.<sup>224</sup> During most of the nineteenth century, the federal government and the state government had little capacity to control the process of schooling.<sup>225</sup> By the early 1900s, many rural communities saw the need for changes in their schooling. Joseph Kennedy, a popular rural education activist for the time, wrote how the current conditions of rural schools required changes for the future.

“The school is, without doubt, the center of the rural life problem, and we are face to face with it for a solution of some kind. The problems of both have been too long neglected. Now forced upon our attention, they should receive the thoughtful consideration of all persons interested in the welfare of society. They are difficult of solution, probably the most difficult of all those which our generation has to face. They involve reduction of the repellent forces in rural life and the increase of such forces and agencies as will be attractive, especially to the young.”<sup>226</sup>

In his book, *Rural Life and Rural School*, Kennedy takes the reader through increasingly meager learning conditions prevalent in many early 1900 schools. Cramped spaces, poorly educated teachers, and low teacher turnover, rural schools steadily lagged behind the changes of formal, city schools.<sup>227</sup> At this time, teaching was rarely considered a profession. Rural teachers would come to town for a year, two years tops, and leave for another, larger town or another career all together. Kennedy wrote about rural community schools' desire to protect the values of their community. Many times, teachers were driven away when they failed to adequately meet or

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<sup>224</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 8-9.

<sup>225</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 8-9.

<sup>226</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. pp. 14-15.

<sup>227</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. p. 37.



teach those values.<sup>228</sup> When state officials got wind of failing rural schools, early 1920s efforts were focused on consolidating rural schools into county or district schools and township schools. District schools were the least popular of the consolidation model.<sup>229</sup> District schools in rural communities meant that many small towns had to give up their autonomy in the school and rely on a larger district bureaucracy to lead education.<sup>230</sup> Township schools were the conglomeration of several area schools (all originating in the same township) that gathered under the same administration and school board. While there was not a school board for each school building, each school had representatives on the larger board. This group made decisions as far as textbooks, personnel, and budget distributions for each school.<sup>231</sup> This new consolidation model seemed to work for rural schools. The model carried these school systems through most of the twentieth century and transformed, as many other city schools transformed, with new innovations, technology, and teaching methods. Kennedy wrote about rural schools' inevitable trend towards city school structure. Rural schools hired most of their teachers from urban colleges or universities, who then spread their urbanized ideals, and changed the face of rural schools.<sup>232</sup> Teachers became leaders of the community, and by the 1930s, teaching was a well-respected profession in most rural communities. During the wake of the Great Depression, education reforms were limited, but all schools, both urban and rural, conformed to a new

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<sup>228</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. p. 47.

<sup>229</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. p. 51.

<sup>230</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. p. 53.

<sup>231</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. p. 53.

<sup>232</sup> Kennedy, Joseph. *Rural Life and the Rural School*. New York City: American Book Company, 1915. pp. 77-79.

standard in their schools: individual student evaluations.<sup>233</sup> Standardized tests became the practice as school districts wanted to become more aware of student achievement trends. Many rural schools found through such standardization, that students needed a different outlet to reach their career goals (as well as the needs of their community). Vocational training became a popular form of education for many communities. Here students could learn popular trades that were necessary to sustain the livelihood of their communities while preparing for their future.<sup>234</sup> For the first time, many national agencies, like the National Education Association (NEA), were influencing popular education reforms. The NEA hosted the Cleveland Conference, which provided many forums for local education leaders to come and learn about these new forms of education. Even so, these changes were still local decisions.<sup>235</sup>

After the Second World War, rural schools were equally affected by national reforms (such as President Johnson ESEA, NCLB, etc.). Those reforms have been discussed at length. Understanding the reason for these reforms and their impact on many schools, note that the changes these reforms brought to rural schools did improve school systems but it did not fix all problems. These expanding policies affected rural schools, but as urban schools grew larger in student population, reform focus shifted mainly to urban areas. Many rural schools were left to their own devices of their local school boards- who, as we will see, did not always keep on track with mandated reforms.

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<sup>233</sup> Hannaway, Jane, and Martin Carnoy, Editors. *Decentralization and School Improvement*. San Francisco: Jossey Bass Publishers, 1993. p. 15.

<sup>234</sup> Hannaway, Tyack 16

<sup>235</sup> Hannaway, Tyack 16

## **Section 2.B: Recent Proposals for Change**

Increased literature and academic studies on rural schools have not been as prominent as urban schools in the last half of the 1900s. Therefore, this section of the chapter looks at more recent changes in rural schools that have come about as a result of federal education legislation. Rural schools are just now starting to gain more focus in state and national education reform agendas. The changes and proposals offered below are representative of Tennessee (and regionally) sponsored programs that have been presented in the last five to seven years. No real data can be provided on the effect of these changes, but they do help one make conclusions about future needs of rural schools.

### ***The State Collaborative On Reforming Education (SCORE)***

As previously mentioned, SCORE's report on rural schools was published in spring 2011. This report contained six proposals for rural schools. The proposals were further illustrated at SCORE's Rural Education Summit in July 2011. Here education stakeholders from across the Southeastern region gathered to discuss best practices and future developments for rural community schools. Below is an account of the six proposals from the report.

**Table 8. SCORE's 6 Proposals for Rural Schools****1. Highlight the Connection Between Education and Economic Development**

There is a distinct connection between a quality education and an enduring economy. This is even more essential in rural communities. Unfortunately, there is often a lack of awareness about the crucial connection between educational attainment and boosting the workforce.<sup>236</sup>

**Business and Community Leaders**<sup>237</sup>

- Continue to emphasize the significance of obtaining a high school diploma and pursuing postsecondary training and education by acknowledging sectors that will face job shortages because of a need for qualified applicants
- Collaborate with K-12 schools, as well as surrounding postsecondary institutions, to align job force needs, student interests, and dual enrollment opportunities
- Build public-private partnerships around college access, including raising money for scholarships for 2-year and 4-year college institutions

**State Policymakers and Local Elected Officials**<sup>238</sup>

- Take a leadership in stressing the relationship between education and jobs
- Make investing in public education a top priority to strengthen economic development

**Educators and Parents**<sup>239</sup>

- Set the expectation that all students graduate high school and go on to postsecondary education or a career

**2. Offer Schools and Districts More Flexibility**

Due to geographic isolation in rural communities, families have few alternatives if their children are zoned for a failing school. Some rural communities are beginning to experiment with new ways to rethink the way schools and districts are structured to ensure everyone has access to a quality education.<sup>240</sup>

**State Policymakers**<sup>241</sup>

- Provide flexibility for school funding so schools and districts can easily provide instruction across districts through distance learning and online technologies

**State Departments of Education**<sup>242</sup>

- Significantly increase the capacity of local education agencies - so they can meaningfully help schools and districts instigate change rather than merely focus on compliance with new policies
- Encourage regional partnerships among school districts to share resources

<sup>236</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>237</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>238</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>239</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>240</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>241</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>242</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

### 3. Form a Pipeline of Effective Teachers

Recruiting and retaining highly effective teachers is particularly difficult in rural areas. Geographic isolation, lower pay makes recruiting and retaining teachers in rural areas even more difficult.<sup>243</sup>

#### State Policymakers<sup>244</sup>

- Offer incentives for teachers to teach in hard to staff schools and subjects
- Require postsecondary communities to augment their teacher preparation programs so candidates are exposed to classroom settings in rural communities

#### State Departments of Education<sup>245</sup>

- Identify high and low teacher turnover statistics throughout the state
- Assist local school districts in their efforts to present top-notch professional development to educators
- Require schools and districts to form postsecondary partnerships in the school improvement process. This will create a pipeline of effective teachers that are attracted to teaching in rural areas.

#### Schools and Districts<sup>246</sup>

- Partner with nearby districts to recruit and retain highly effective teaching candidates who can serve as content specialists in critical subjects like reading and math across district lines
- Work with high quality non-profits to fill teaching positions
- Call on effective teachers to lead professional learning communities at the school level to support new teachers in implementing lessons learned from high quality professional development opportunities

### 4. Utilize Technology to Meet Instructional Needs

Rural educators often work in isolation and, in turn, have weak professional collaboration teams that undermine ineffective teaching practices; use the technology that has emerged as a critical part of the solution to helping schools meet instructional needs.<sup>247</sup>

#### State Departments of Education<sup>248</sup>

- Conduct research to identify what virtual school efforts have been successful at improving student outcomes. Distribute these lessons with districts and schools.
- Align online resources with state standards so students in rural communities have access to materials that supplement instruction and illustrate concepts

#### Postsecondary Community<sup>249</sup>

- Integrate technology practices into training programs so administrators and educators can blend online and traditional teaching strategies when they begin working in the classroom
- Call on faculty members to provide professional development on needed topics and content areas to teachers

<sup>243</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>244</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>245</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>246</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>247</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>248</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>249</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

working in remote areas through distance learning and other technologies

#### **Districts**<sup>250</sup>

- Use distance learning technology to guarantee that all students have access to refined coursework

### **5. Create Professional Learning Communities for Administrators**

Rural area administrators frequently lack access to enriched professional learning communities due to the small number of administrators in the school system.<sup>251</sup>

#### **State Departments of Education**<sup>252</sup>

- Develop existing professional development opportunities by using technology to connect school leaders across districts

### **6. Form Community Partnerships to Enhance Educational Opportunities**

The achievement of rural schools and their surrounding communities is inevitably connected. In those schools and communities that are making strides, forge networks between schools and their stakeholders in the community to continue high student outcomes.<sup>253</sup>

#### **Business Community and Local Schools**<sup>254</sup>

- Provide students with internships, job shadowing opportunities, and project based learning programs, to help them make connections between what they are learning and their future career path.

#### **Non-profits, Districts, and Local Schools**<sup>255</sup>

- Work with parents to educate them on the importance of postsecondary education, provide support, such as financial aid training, to raise postsecondary going rates, and better engage them in the education of their students
- Provide students with extracurricular support

#### **Philanthropic Community**<sup>256</sup>

- Invest in rural communities to help them increase efforts that have been proven successful
- Aid schools and districts in creating a plan for reform and support schools as they continuously measure the success of such reforms

#### **School Districts**<sup>257</sup>

- Form regional partnerships with other school districts to go after philanthropic and federal grants to advance school, teacher, and student improvement

<sup>250</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>251</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>252</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>253</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>254</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>255</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>256</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

<sup>257</sup> SCORE. *Transforming the Rural South: A Roadmap to Improving Rural Schools*. Nashville, TN: 2011. pp. 3-6.

*Appalachia Regional Comprehensive Center*

The Appalachia Regional Comprehensive Center (ARCC) serves state educational agencies in Kentucky, Tennessee, Virginia, and West Virginia. The main focus of the organization is to provide high-quality assistance that enhances specific state education agency capacities while undertaking education reform throughout the region. ARCC provides free webinars, pamphlets, and other resources to education stakeholders on issues concerning rural schools. ARCC promotes positive changes in state legislatures and local school districts and seeks to provide research-backed guidance on ways to improve and implement changes. One topic ARCC feels rural schools must improve, parent and family involvement. The following plan for family involvement was discussed in a 2009 webinar. The idea of increased student and school achievement based on enhanced parent and family involvement has long been discussed. John Chubb and Terry Moe discuss the economic impact of parental involvement in schools through their book, *Politics, Markets, and America's Schools*. Chubb and Moe discuss the variance in urban and rural schools, but tribute one factor that determines the potential for student success, family background and involvement. Families not only affect education by their willingness to pay taxes and tuition, they also influence education by their support, or lack thereof, of a student's course work and grade level goals.<sup>258</sup> Chubb and Moe looked at two factors involving familial influence on school: family income and parent education. Their findings support that families with students in higher performing schools make 35 percent more, annually, than

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<sup>258</sup> Chubb, John, and Terry Moe. *Politics, Markets, and America's Schools*. Washington D.C.: Brookings Institutions, 1990. p. 105.

families with students in lower performing schools.<sup>259</sup> Additionally, parents of students in higher performing schools have, on average, a year and half more formal education than their counterparts in lower performing schools.<sup>260</sup> These statistics have since been tested and affirmed. They bolster the argument of rural school reform as rural communities predominately have a residential base that is less educated and under paid and/or underemployed.

In ARCC's webinar, the goal was to implement policies that could circumvent these barriers. In the webinar, leaders discussed rural communities as a whole. They classified them as sparsely populated and geographically isolated areas with a large source of national resource infrastructure. They also identified that these are regions that are commonly high in poverty rates, under employed, and have low levels of adult education.<sup>261</sup> These communities also offer a different perspective on the family, as many rural families are multigenerational and tied to local culture, history, and values. While these are not negative aspects of a community, they play into the challenges that face rural schools. For instance, rural schools often face increased diversity as the number of immigrants for small towns has increased in years passed. This has led to plummeting college entry rates.<sup>262</sup> Other challenges have to do with distance to resources. Teachers lack adequate professional development due to their distance between major cities- usually the hub for such development programs. Funding for travel to such professional development is also limited in these communities. Finally, given the increased population rates

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<sup>259</sup> Chubb, John, and Terry Moe. *Politics, Markets, and America's Schools*. Washington D.C.: Brookings Institutions, 1990. p. 106.

<sup>260</sup> Chubb, John, and Terry Moe. *Politics, Markets, and America's Schools*. Washington D.C.: Brookings Institutions, 1990. pp. 106-107.

<sup>261</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. p. 6.

<sup>262</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 7-8.



in urban areas, rural schools continually become of relative importance to overall state standards- another reason for teacher and administrator development to not be a priority in rural schools.<sup>263</sup>

Because of a lack of state provided teacher support, educators often rely on parent involvement to fill the gaps of classroom demands. However, in a recent study by ARCC, researchers found that 24 percent of rural teachers feel parent involvement is declining and a serious problem for the future of their schools' success.<sup>264</sup> ARCC studies found that increased parent involvement in rural schools benefit students, schools, families, and the larger community. Students receive increased social functioning skills and a stronger sense of their capabilities in the classroom while lessons are repeated in the home, their importance reinforced- expanding their applicability.<sup>265</sup> The school benefits from parent involvement by allowing more time for administrative and educator focus on necessary school reforms. The climate of schools becomes more open, and learning seems to be a community focused goal, allowing for a larger share of knowledge and instructional capacity.<sup>266</sup> Finally, the community benefits from increased parental involvement by changing the overall perception and attitudes towards education. More residents take notice in increased student achievement and realize that better education for the town's youth relates to better-qualified workers for the future job force.<sup>267</sup> ARCC stressed the

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<sup>263</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 8-10.

<sup>264</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. p. 11.

<sup>265</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 12-14.

<sup>266</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 13-14.

<sup>267</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. p. 14.

need for increased support of teachers and schools as they are usually the single, largest employer for rural towns.<sup>268</sup>

ARCC provided some practical steps for increasing parent involvement. The first step, ARCC emphasized, was getting to know where parent involvement is at its best. Most schools found that parent involvement was best found at programs such as sporting events, drama productions, and grade level performances.<sup>269</sup> ARCC suggested using these opportunities to create short, catchy messages for parents, which would praise the success of their students, but also educate them on the needs of the classroom and school as a whole. Messages could be in the form of videos or recordings during a basketball game or messages that are part of a student's daily homework.<sup>270</sup> As students get older, ARCC suggested new forms of learning. These forms include place-based learning objectives that could bring parents and community leaders in to teach students about their role in the community (whether through their paid profession, volunteerism, etc.). This type of learning would help student understand what career options are available and what skills are needed to achieve such career goals.<sup>271</sup> ARCC leaders stressed the importance of utilizing current resources but use parent involvement to change the way these resources affect student learning.

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<sup>268</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. p. 15.

<sup>269</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 16-17.

<sup>270</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. pp. 18-21.

<sup>271</sup> Appalachia Regional Comprehensive Center. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools*. Charleston, WV: ARCC, 2009. p. 22.

### *The Rural and Community School Trust*

The Rural School and Community Trust is a national nonprofit organization focused on the relationship between first-class schools and booming communities. Working in some of the poorest, economically adverse areas, the Rural Trust works to improve the quality of teaching and school leadership while advocating a variety ways state policy can provide equitable funding for rural schools. The Rural Trust provides training, technical assistance, coaching, research, and other teaching and learning materials to increase the aptitude of rural schools and their community. They encourage education stakeholders to become knowledgeable in policy issues that affect the quality of education in the community.

Through their history, the Rural Trust has published several documents informing constituents of the growing needs in public schools. In 2007, the Rural Trust published a report, “Why Rural Schools Matter.” With their research methodology, the report is framed around five gauges measuring: (1) the importance of rural education, (2) the level of socioeconomic challenges known to be barriers to academic achievement faced by rural schools, (3) the level of student diversity among rural students, (4) the rural educational policy context, and (5) the educational outcomes of rural students in each state.<sup>272</sup> The report first focuses on the importance of better rural school education reforms. Here the composition of states with rural students was broken down. Rural education is predominantly in small states where there are not many large cities, and comparatively few rural students.<sup>273</sup> States with the most rural students are heavily urbanized, and rural students constitute a small minority of total state demographics. The

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<sup>272</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 5.

<sup>273</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 5.

ten states with the highest percentages of rural students have a combined *rural* enrollment of nearly 1.9 million.<sup>274</sup> This equals 45 percent of total student enrollment in all ten states, but only about 19 percent of the total rural enrollment in all fifty states.<sup>275</sup> These percentages help classify the demographics for rural states. Of these rural states, none score in the top for the five indicators previously mentioned.<sup>276</sup>

The report's findings have since driven rural education reforms. The first significant finding was the rising amount of U.S. public school students who attend schools located in very small rural communities with less than 2,500 residents.<sup>277</sup> While declining enrollment remains a factor in some rural school districts, rural enrollment as a whole is growing while urban and suburban enrollment is stagnating.<sup>278</sup> This does not mean, the report explains, that growing numbers in rural schools calls for less action from policymakers- really it calls for the opposite. The report showed that the poorest rural populations are in the poorest states, which are the least likely to afford the cost of a quality education.<sup>279</sup> Over half of all rural students are eligible for free or reduced lunch. The nine states with the highest percentages are: New Mexico (65.9%), Mississippi (65.0%), Louisiana (59.5%), Oklahoma (57.2%), Arizona (56.1%), South Carolina

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<sup>274</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 5.

<sup>275</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 5.

<sup>276</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 6.

<sup>277</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>278</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>279</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

(55.6%), West Virginia (54.8%), Arkansas (51.8%), and Alabama (51.4%).<sup>280</sup> All of these states are among the bottom fourteen states in total taxable resources, according to the U.S. Treasury Department. Not surprisingly, six of these nine states rank among the lowest twenty-five states in per pupil instructional spending for rural schools.<sup>281</sup> The report argues that because poor people live in poor states, it does not excuse a state from providing for their students.<sup>282</sup>

Consequently, the report calls for Congress' evaluation of current funding methods by scrutinizing the formulas used to distribute over \$12 billion of federal funds under Title I education legislation. The report claimed the funding formulas contain a bias against small school districts, which are characteristic of rural communities.<sup>283</sup> Two of the four Title I formulas used to distribute these funds, the Targeted Grant Formula and the Educational Finance Incentive Grant Formula, use a method of "weighting" the number of students per school which is projected to direct more funding to districts with the highest amount of Title I students.<sup>284</sup> These grant formulas permit a district's student count to be weighted based on either the literal number of Title I students or the percentage of Title I students, depending on which approach provides the district the most benefit. This weighting alternative brings more funding per Title I student to bigger districts than to smaller districts with the same Title I eligibility due to the fact

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<sup>280</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>281</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>282</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>283</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>284</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

that the larger district has more students who receive the highest extra weight.<sup>285</sup> Since the weighting system determines the share funding available, the smaller districts are consistently under funded.

Second finding, Congress should look for better ways to direct the use of funds given to states and districts under Title II of the ESEA to improve teacher quality in high poverty schools. The report explains how funds have not been used effectively.<sup>286</sup> In rural schools, Title II funds are often available in very small amounts. Rural teacher improvement resources are limited and often isolated so that the funds are not optimally used.<sup>287</sup> The report urges Congress to consider a new program that takes targeted approaches to teacher improvement in very poor rural schools. The report reveals regional patterns for rural education disparities. The report calls for Congress to promote interstate education partnerships.<sup>288</sup> Regional partnerships would command a better response for further action. The reports comments on the possibility of regional partnerships gaining Title II regional cooperation grants to partnerships that combine groups of rural schools, teacher training associations, and other partners, crossing state lines to focus on needs of high poverty rural schools in regions that have similar socioeconomic characteristics.<sup>289</sup>

Finally, the report mentioned the other major policy conclusions reached in their 2005 report. These policy suggestions include keeping schools small, concentrating resources in high poverty areas, addressing enrollment declines, and fulfilling facility needs at the community

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<sup>285</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>286</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>287</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. pp. 31-33.

<sup>288</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 32.

<sup>289</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 32.

level. When keeping schools small, the report encourages policymakers to find ways to put together the advantages of large scale schools without losing the accountability and engagement that are central to small schools.<sup>290</sup> By concentrating resources in high poverty areas, schools with high rates of poverty can still receive focused instruction, which is essential to pulling students out of achievement ruts.

The report urges community action on this front.<sup>291</sup> Even though rural school enrollment is growing throughout the country, there are significant regions where declining enrollment remains a central problem. The report offered solutions such as maintaining close school-community relationships, making best use of distance learning, encouraging maintenance and repair of buildings and supporting use of schools for other compatible social services.<sup>292</sup> Last, communities should take ownership of public school facilities. State funding seeks to reduce the effect of discrepancies in local property wealth. Communities should use the school as the core of the community and promote, not only its importance as a center for learning, but also its functionality as place for community outreach.<sup>293</sup>

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<sup>290</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 33.

<sup>291</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 33.

<sup>292</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 33.

<sup>293</sup> Yaunches, Alison. *Why Rural Matter 2007: The Realities of Rural Education Growth*. Washington D.C.: Rural Trust, 2007. p. 33.

#### **Chapter 4: Understanding Key Differences Between Rural and Urban Schools- A Case Study Among Two Tennessee School Districts**

An article written in 2003 discusses school quality and questions whether United States schools, which during the 20<sup>th</sup> century led the world in innovative education policy reform, can continue to expand on the “human capital century.”<sup>294</sup> Claudia Goldin’s article looks back at some of the early changes in education policy and relates those to problems facing the country in the 21<sup>st</sup> century. She establishes that the country’s need for better-educated citizens and how growing needs of the economy provoked different educational virtues that streamed through all public school institutions.<sup>295</sup> These virtues promoted mass education and increased the mobility and economic growth in society.<sup>296</sup> Goldin argues that these virtues quickly became synonymous with educational goals throughout the world. This meant that as countries progressed and innovated, they became more dependent on educating their youth. Goldin noted that as countries grew more technologically advanced and economically self sufficient, the people became more educated, supplying a richer labor force.<sup>297</sup> Goldin continues by discussing the shift in educational virtues that has occurred in the United States over the past thirty years. She states that while the system succeeded in producing high educational outcomes for its citizens and its labor force, these virtues have changed with the evolving needs of the economy. These virtues enabled inequality to grow among people as educational attainment introduced economic and

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<sup>294</sup> Golden, Claudia. “The Human Capital Century,” *Education Next*, 3(1).  
<http://educationnext.org/the-human-capital-century/>. 2003. pp. 73-78.

<sup>295</sup> Golden, Claudia. “The Human Capital Century,” *Education Next*, 3(1).  
<http://educationnext.org/the-human-capital-century/>. 2003. pp. 73-78.

<sup>296</sup> Golden, Claudia. “The Human Capital Century,” *Education Next*, 3(1).  
<http://educationnext.org/the-human-capital-century/>. 2003. pp. 73-78.

<sup>297</sup> Golden, Claudia. “The Human Capital Century,” *Education Next*, 3(1).  
<http://educationnext.org/the-human-capital-century/>. 2003. pp. 73-78.



geographic mobility. As a result, the virtues that previously unified the country have now become more ambiguous among school systems.

Public funding for schools has been questioned since local school competition and regulation have become more prominent. An open and forgiving school system was once seen as non-elitist. Now many feel this virtue has led to a lack of standards and accountability among schools. The generality of the curriculum provided each student, at first, sounded like an equalizer, but has since left many students wanting. Small and fiscally independent districts now produce major funding disproportions. All of these examples are a shift from the previous virtues that united the education system of the early 20<sup>th</sup> century.<sup>298</sup> Now as the country looks forward, it must question which virtues are still important and which virtues have emerged and gained new importance.

Still, these virtues bear little importance if the money to nurture them is obsolete. In 2002, almost half of the revenue required for financing public elementary and secondary education came from state governments. Local school districts provided approximately 40 percent of all funding needs and the federal government had a minor role, roughly 8 percent.<sup>299</sup> For local governments, property taxes provide the bulk of resources for education funding. While the weight of school funding has shifted from state and local shoulders, state governments continually come out spending more on district education finances. However, state expenditures on education vary among the fifty states. The average for state support in 2002 and 2003 was around 49 percent. In South Dakota, only 34 percent of school revenue was supplied by the state

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<sup>298</sup> Golden, Claudia. "The Human Capital Century," *Education Next*, 3(1).  
<http://educationnext.org/the-human-capital-century/>. 2003. pp. 73-78.

<sup>299</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 "Education." 2007. pp. 496-521.

legislature.<sup>300</sup> In Hawaii, the state government funded more than 90 percent of school revenue. Differences exist among states but none more prominent than the variance in per-pupil spending in each state. In less than ten states, per-pupil spending averaged less than \$6,500. This is quite a difference from the seven states that provide \$9,500 per-student.<sup>301</sup> Extreme examples of variance can be seen in Utah and New Jersey. Utah spends approximately \$4,800 per-pupil, and New Jersey spends approximately \$12,200 per-student.<sup>302</sup> This is more than a 39 percent difference. Such differences can be seen in a number of comparisons. An important thing to take away, while there may be differences in spending or the amount provided per-pupil, increased spending is not always correlated with higher student outcomes.

Even though education funding has continuously increased for the past forty years, student tests scores have not increased at the same rate. Fisher looks at the Scholastic Aptitude Test (SAT) to illustrate this point. With this test, average scores have declined from 1963 to 1980 in both verbal and mathematic skills. These scores have declined by 11 percent and 7 percent, respectively.<sup>303</sup> Similar findings occurred with the American College Testing Program (ACT). From 1966 to 1975 scores declined regularly and remained constant since the mid 1990s.<sup>304</sup> In 2007, Jennifer King Rice and Amy Ellen Schwartz wrote a piece that discusses the outcomes and the outputs of education. Their article focuses on the productivity of a school and

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<sup>300</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 “Education.” 2007. pp. 496-521.

<sup>301</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 “Education.” 2007. pp. 496-521.

<sup>302</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 “Education.” 2007. pp. 496-521.

<sup>303</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 “Education.” 2007. pp. 496-521.

<sup>304</sup> Fisher, Ronald C. *State & Local Public Finance*, Chapter 19 “Education.” 2007. pp. 496-521.

how achievement can be measured among students.<sup>305</sup> Rice and Schwartz begin by characterizing outputs both in the long run and the short run. In the short run, they feel that educational outputs include graduation rates and standardized test scores. In the long run, outputs can be seen through student wages and career earnings.<sup>306</sup> Rice and Schwartz express that the purpose of education is to produce individuals who can contribute to the economic, political, civic, and social institutions in society.<sup>307</sup> This can be better understood by noting the different inputs to education. First, the authors suggest a strong correlation between parental involvement and student achievement. This is hard to test, but nonetheless still a valuable input to education.<sup>308</sup> Another input could be the money spent on education. While money is a valuable input to education, it is important to understand that its effectiveness varies among schools.<sup>309</sup> Teacher quality is another important input to education and they suggest that the range of teacher quality explains the range of student tests scores. This discussion led to their point about the difference between outputs and outcomes.<sup>310</sup> Putting it simply, the public demand for improved public school outcomes is not being met with the similar willingness to increase spending (or economic *inputs*); therefore, people are looking for ways to get more bang for the buck.

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<sup>305</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

<sup>306</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

<sup>307</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

<sup>308</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

<sup>309</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

<sup>310</sup> Rice, Jennifer King, and Amy Ellen Schwartz. "Toward an Understanding of Productivity in Education." *Handbook of Research in Education Finance and Policy*, 2007.

In the last chapter, we were able to see what composed early urban and rural schools. The virtues that defined these schools often defined the attention and local support given to these local school districts. Urban schools had high poverty rates. A virtue to combat this issue was increased funding for social issues in the school. Rural students needed more training for jobs after graduation. School leaders, therefore, valued increased spending on vocational training. State and local governments funded these virtues. The money did not go towards what was most important to the school; it went towards better student and school outcomes. Tennessee has offered a one size fits all approach to fixing its schools. It does not differentiate between school size, composition, or local factors that contribute to school success. The state has given the school district a lump sum of money, some directives to follow, and an expectation to increase student achievement. Policymakers have provided a new framework for education, and expected their subordinates to absorb the information, transform the school, and produce higher student outcomes. There were new standards, new rubrics, and new evaluations models to internalize, but no real explanation on *how* to make changes in the varied school districts. In this chapter, we will look at how two different school districts have implemented these changes. Focus will be given to some differentiating factors, such as economic and community support in the schools, variations in policy implementation, and student outcomes to date. By comparing these virtues, we will be able to project areas of improvement for both featured school districts and other school districts in Tennessee.

## **Section 1: Knox County Schools**

Knox County Schools (KCS) is the home to nearly 60,000 students ranging from grades K-12<sup>th</sup>. With over 4,800 certified teaching staff and 3,100 support staff, almost 90 schools are served through KCS.<sup>311</sup> In July 2008, KCS welcomed a new superintendent, Dr. Jim McIntyre.<sup>312</sup> Preceding his appointment in Knox County, Dr. McIntyre served as the Chief Operating Officer for Boston Public Schools, where he was responsible for the daily operations of the school district.<sup>313</sup> During McIntyre's time with Boston Public Schools, the school system was named one of the top performing urban school systems in the nation. In 2010, Governor Phil Bredesen invited Dr. McIntyre to join him in presenting Tennessee's Race to the Top proposal to the United States Department of Education.<sup>314</sup>

From the beginning of his tenure, Dr. McIntyre has made huge changes to the school system. In the Fall 2009, he was responsible for publishing a Five Year Strategic Plan, detailing changes that would be implemented by 2015. This plan serves as a guide to KCS's implementation of Tennessee's FTTT policies. KCS has a unique position in the FTTT implementation process, as Dr. McIntyre and other key education reformers were based in the Knoxville area. For instance, a year before the new teacher evaluation model was implemented

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<sup>311</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009, p. 4.

<sup>312</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>313</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>314</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

throughout the state, Knox County Schools had piloted the program in four of their local schools.<sup>315</sup> For many reasons, Knox County Schools has served as an example to other Tennessee schools. As one of the largest school districts in the state, KCS has resources and staff working to fulfill many goals. But they are also faced with challenges given the diversity of their schools and student population.

KCS is governed by a formal Board of Education with nine elected members, and one selected student representative.<sup>316</sup> Board Members are elected by each of the nine districts to serve a four-year term. District constituents include residents from the City of Knoxville, Knox County, and the Town of Farragut.<sup>317</sup> The Superintendent is appointed by the Board of Education and serves as the Chief Executive Officer of the school system.<sup>318</sup> The Board meets the first Wednesday of each month and has twice-monthly work sessions prior to the monthly meeting.<sup>319</sup> Most work is completed during work sessions, but the Superintendent can call special meeting sessions, as needed. The Board has three goals guiding their policy focus: (1) Increase student achievement, (2) Improve Recruiting and Retention of all Knox County

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<sup>315</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>316</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>317</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>318</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>319</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

Personnel, and (3) Increase Parental and Community Involvement<sup>320</sup>, and their mission:

“The Knox County Board of Education, as the governing body of the school system, evaluates needs, sets policy, allocates resources and implements strategies to ensure all students have access to quality education.”<sup>321</sup>

The Five Year Strategic Plan was published and approved by the Board in fall 2009. The plan outlined four main goals for KCS for the next five years: (1) Focus on the Student, (2) Effective Educators, (3) Engaged Parents and Community, and (4) Infrastructure – Enabling Student Learning.<sup>322</sup> Highlights from this plan will be given as they pertain to the three policy implementations of the FTTT act. KCS received \$13 million from the Race To The Top competition (through the state).<sup>323</sup> This money has been divided in a variety of ways through the implementation of the strategic plan.

### **Section 1.A: Implementation of First To The Top Policies**

FTTT policies deal with three main things: standards, evaluation, and assessments. We will speak in these terms for the remainder of this section.

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<sup>320</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>321</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>322</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>323</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

***Standards: Implementation of Common Core State Standards***

In the Knox County's Five Year Strategic Plan, the first of the four goals is focused on raising standards for students.<sup>324</sup> KCS put focus on bettering the education of the "whole child," and their vision is *Excellence for All Children*.<sup>325</sup> These words are publicized on every piece of literature that parents, teachers, and community leaders encounter. The strategic plan sought to make this vision a household priority. The first goal outlines ways to do that by increasing the expectations and rigor in academics.<sup>326</sup> The original 2009 plan did not use the Common Core State Standards specifically, but left the language open for CCSS influence in the year to follow. The first goal of the plan set standards to have each student master proficiency in all tested subjects.<sup>327</sup> KCS recognized that students learn and achieve at different paces, but the bottom line would be for students to be proficient in their courses. One of the ways KCS proposed to achieve this goal was changing the environment in which students learn.<sup>328</sup> The plan outlined a new advisor/advisee program that would put middle school and high school students in small groups. Regularly partnering them with one staff advisor, these meetings would drive students to pathways of success while planning strategies for academic achievement, discussing school

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<sup>324</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>325</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>326</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>327</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>328</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.



issues, leadership and making good decisions, and planning for the future.<sup>329</sup> Another new learning environment would be the Small Learning Communities (SLCs) program. Here students would be organized into smaller cohorts inside their existing high school. Students would spend the semester or year taking the same courses as other students in their assigned SLC.<sup>330</sup> This program would promote working relationships, like those modeled in the real world, and would allow teachers to focus more on individual student needs.<sup>331</sup> A final program in the first goal included a plan to implement Graduation Coaches for all high schools. These coaches would serve the most at risk students and help them with issues like avoiding dropping out, graduating on time, and managing the appropriate steps towards graduation.<sup>332</sup> These plans would complement the CCSS once they were implemented in 2010.

Another part of Goal 1 would be an increased focus on Literacy and STEM (Science, Technology, Engineering, and Math).<sup>333</sup> KCS proposed to ensure each student could read proficiently by the 3<sup>rd</sup> grade. Reading above grade level would be encouraged as a norm-stressing the importance of literacy as a critical part of academic and career success.<sup>334</sup> As for STEM, new class models for instruction would be encouraged through the 21<sup>st</sup> Century School

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<sup>329</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>330</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>331</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>332</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>333</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>334</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

model (discussed in chapter 3).<sup>335</sup> This model would promote critical thinking skills, innovation, and problem solving. Mastery of these skills, the plan urged, would help students compete in post-secondary education and in the workforce.<sup>336</sup> Literacy, Math, and Curriculum and Instruction Facilitators (CIF's) would be put in schools, helping achieve these goals. These staff members would help instructors and students achieve new standards and ensure broader success among students at grade level.<sup>337</sup>

Knox County Schools' specific implementation measures of the Common Core State Standards were multifaceted. KCS provided community meetings and open forums to ensure the new standards would be understood by not just the teachers, students, and parents, but other education stakeholders in the community.<sup>338</sup> For new Math standards, KCS stressed the importance of concentrating strongly where the standards focus- not worrying about the shallow approach to many topics- rather the deep understanding of central themes.<sup>339</sup> They also wanted parents to help students with coherence and keeping mastery of topics *across* grades, and linking them to major topics *within* grades.<sup>340</sup> Rigor was continuously encouraged in the CCSS KCS training. Rigor through the standards would require conceptual understanding, procedural skill

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<sup>335</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>336</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>337</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>338</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>339</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>340</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

and fluency, and application with intensity.<sup>341</sup> For English Language Arts, building knowledge through content-rich nonfiction and informational texts was a key tenet of the new standards.<sup>342</sup> Parents and community leaders were educated on the importance of reading and writing grounded in evidence from text, the regular practice with complex text, and academic vocabulary inside and outside the classroom.<sup>343</sup>

KCS changed the dialogue from worry about a decreased amount of standards, to recognition of the importance in deep understanding of critical Math and ELA skills.<sup>344</sup> CCSS would scale down the number of standards for a given year. For example, 3<sup>rd</sup> grade Math standards for Tennessee used to be as high as 113 per year. Under CCSS, there would be 25 total.<sup>345</sup> KCS focused on positive dialogue about the change in standards but realistic translations of the increased depth of knowledge that would be required by each student.<sup>346</sup> This amount of education was impressive for any school district, but KCS did not stop there. They consistently included big picture scenarios so parents, teachers, and other forum participants would know not just the immediate path of change, but the long run changes five years down the road.<sup>347</sup> This allowed parents to understand what direction their student and their student's school was headed. It made them a part of the plan and parents were, by extension,

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<sup>341</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>342</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>343</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>344</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>345</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>346</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>347</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

more accepting of the idea of change.

KCS followed the implementation of CCSS that was set forth by Tennessee policymakers. In the 2010-2011 school year, all K-2<sup>nd</sup> grade classrooms would implement the ELA and Math CCSS. By the next year, Math standards would be partially implemented in grades 3<sup>rd</sup> – 8<sup>th</sup>, and a pilot program for ELA would be implemented in all KCS high schools.<sup>348</sup> By the 2013-2014 school year, all schools would be using the standards and grades 6<sup>th</sup> – 12<sup>th</sup> would implement literacy programs for social studies, science, and math. This would position schools to be comfortable with the new standards before the 2014-2015 school year introduced the new PARCC assessment model.<sup>349</sup>

Training of CCSS was rigorous and began as early as summer 2010. Dr. McIntyre led a comprehensive CCSS training in the summer of 2012, prior to the second year of CCSS implementation.<sup>350</sup> The training was specifically for teachers. Dr. McIntyre had already trained principals and other leaders about CCSS, and he pointed to their leadership during the training.<sup>351</sup> McIntyre wanted to make all teachers aware that the principals were a critical part of the implementation.<sup>352</sup> KCS made principal training a major priority. With large school districts, principals, taking the lead on CCSS implementation, were critical. McIntyre wanted educators at

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<sup>348</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>349</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>350</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>351</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>352</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

the training to understand their principal's and the teachers' role in embracing these standards. He encouraged teachers to support the CCSS as if they were their own.<sup>353</sup> However, there was backlash for the CCSS among Knox County residents. Ethan Young, a KCS student, appeared in front of the Board of Education in late 2013. Young was passionate about the negative effects, he believed, would harm students in the long run.<sup>354</sup> "If everything I learned in high school is a measurable objective- I have not learned anything."<sup>355</sup> Young has acquired over two million national followers supporting his views.<sup>356</sup> Still, KCS has moved forward. In their 2011-2012 Budget, KCS spent 7.1% more than the previous year on instruction.<sup>357</sup> With a budget of more than \$300 million, KCS changed their budget to focus on teacher professional development while incorporating state funds in the process.<sup>358</sup>

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<sup>353</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>354</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations."  
<http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>355</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations."  
<http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>356</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations."  
<http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>357</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>358</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

***Evaluations: Implementation of the new Teacher Evaluation Model***

KCS strategic plan allowed for changes in the way educators are recruited, trained, and evaluated. This would be accomplished through the second goal of the strategic plan, which called for high quality instruction by building a teacher pipeline.<sup>359</sup> This pipeline would focus on hard to staff positions and offer new incentives for educators who were hired for and stayed in such positions.<sup>360</sup> The strategic plan also started a new initiative, The Talent Transfer Initiative, which would be a selective study that recognized teachers with a track record of student growth, offering additional compensation to teachers who participated (\$20,000 over two years for transferring teachers, \$10,000 over two years for teachers staying in high needs positions), and use data generated from the two year commitment to find best practices for raising student outcomes in high risk schools.<sup>361</sup>

Another program in the strategic plan called for new instructors from the community. The Distinguished Professionals Education Institute (DPEI) was an initiative that would bring in professionals from the workplace to teach courses part time in which they were subject matter experts.<sup>362</sup> These professionals would not have to go through traditional training and licensure programs to get in the classroom; rather, they would receive screening, mentoring, and evaluation to insure their contribution to the classroom was meaningful and worthwhile. The goal of the program was to bridge gaps in subject areas such as Science, Math, and Foreign

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<sup>359</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>360</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>361</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>362</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

Languages.<sup>363</sup>

KCS also proposed the implementation of a teacher induction program. Fearing that teacher turnover was becoming too high throughout the system, KCS would use an induction program for all new teachers, pairing them with a teacher mentor, requiring an additional twenty hours of training with the Quality Teacher Institute, and encouraging each school to create their own model for new teacher induction.<sup>364</sup> Finally, the strategic plan put in place a new professional development program, Professional Learning Community (PLC).<sup>365</sup> PLC days would be held regularly throughout the semester to promote data reflection, teacher collaboration, and best practices that directly influence a child's success in the classroom. PLC's directly correlated with KCS' adoption of the new teacher evaluation model.<sup>366</sup> KCS was the pilot district chosen by the state to test the new teacher evaluation model. In 2010-2011, KCS implemented the Teacher Advancement Program (TAP) rubric in four schools. By the following year, all schools and teachers were using the TAP rubric for teacher evaluations.<sup>367</sup> Evaluators went through the state certification required to conduct evaluations.<sup>368</sup> The new system sparked controversy. In the November school board meeting, every seat was filled, with onlookers lining

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<sup>363</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>364</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>365</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>366</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>367</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>368</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

the walls of the auditorium to express their frustration with the new system.<sup>369</sup> Teachers felt that they were being slapped on the wrist for poor performance in the past, that the KCS school board did not trust their ability to teach, and that their job security hung in the balance.<sup>370</sup> After the long meeting, Dr. McIntyre responded to news media. "Prior to [TAP], teachers were evaluated twice every ten years, so it was very infrequent and it was based on a single visit to the classroom."<sup>371</sup> KCS Board of Education consistently backed this model since the meeting- expressing the need to get to know teacher performance, offer feedback, and look out for the best interest of KCS students.

### ***Assessment: Implementation of the PARCC Assessment***

A final part of the Five Year Strategic Plan offered goals for better assessment throughout the school system. In 2009, KCS called for a realignment of district curriculum formats so all schools could be easily mapped in the system.<sup>372</sup> KCS would work on district benchmarks per grade level to help plan assessments that would allow comparisons among the different schools in the districts.<sup>373</sup> This process would be sped along by the adoption of the Common Core State

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<sup>369</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations." <http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>370</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations." <http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>371</sup> Manning, Samantha. "Knox County teachers voice opposition to new evaluations." <http://www.wate.com/story/23897839/knox-county-teachers-voice-opposition-to-new-evaluations>. 2013. Web. 11 February 2014.

<sup>372</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.

<sup>373</sup> Knox County Schools. *Five Year Strategic Plan: Building on Excellence for All Children*. Knoxville, TN: 2009.



Standards. Knox County kept with the state proposed timeline of implementing these standards and did so to prepare for the initial implementation of the PARCC assessment.<sup>374</sup> PARCC would align CCSS standards throughout the test. The PARCC assessment would measure Literacy, Writing, and Math skills, while the TCAP (the current form of student assessment) would still be used to measure mastery of Science and Social Studies skills.<sup>375</sup> As teachers and parents were educated on new policy changes, KCS also began educating the community on the PARCC assessment.<sup>376</sup> This share of information included a better understanding of PARCC's five goals: (1) create high-quality assessments, (2) build a pathway to college and career readiness for all students, (3) support educators in the classroom, (4) develop 21st century, technology-based assessments, and (5) advance accountability at all levels.<sup>377</sup> Again, Knoxville served as a guinea pig to the new PARCC assessments. They trickled PARCC assessment models in the schools first through grades K-2<sup>nd</sup>, the following year in grades 3<sup>rd</sup>-8<sup>th</sup>, and would have all schools using the assessments in 2014-2015.<sup>378</sup> During this transition, students have taken PARCC assessments using the Constructed Response Answer sections of the test.<sup>379</sup>

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<sup>374</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>375</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>376</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>377</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>378</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>379</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

While these assessments have been implemented, they have not affected student or teacher scores. During the second year of implementation, KCS changed the format of the Writing Assessment for grades 5, 8, and 11.<sup>380</sup> The original writing assessment was composed of an open-ended writing prompt that warranted a written response in either a narrative, expository, or persuasive essay structure.<sup>381</sup> During the first year, all 3<sup>rd</sup>-8<sup>th</sup> grade classes had implemented CCSS, and the Writing Assessment was given with text-based prompts, similar genre structures, and students had the ability to take the assessments online (this was optional for 5<sup>th</sup> grade).<sup>382</sup> During the 2014-2015 school year, the assessment will be given with a text-based prompt, a choice of any genre structure, and all grades will be required to take the assessment online.<sup>383</sup>

KCS has allocated more funds for the full implementation of the PARCC assessment. \$700,000 was allocated for readiness models in all schools.<sup>384</sup> This would include practice tests and teacher preparation materials. \$180,000 of the state allocated Race to the Top funds would be used for a new assessment-aligned reading series and assessment models.<sup>385</sup>

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<sup>380</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>381</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>382</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>383</sup> Knox County Schools. *The Common Core State Standards: Tennessee's Transition Plan - Knox County's Implementation*. Knoxville, TN: 2012.

<sup>384</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

<sup>385</sup> Knox County Schools.  
<http://knoxschools.org/modules/cms/pages.phtml?pageid=49970&sessionid=5be7b123db3fa8ab6b06fff8f0968031>. 2014. Web. 10 February 2014.

## **Section 2: Lawrence County Schools**

Lawrence County is a small area in Southern, Middle Tennessee, about eighty miles south of Nashville. Lawrenceburg is the county seat and has a little more than 10,000 residents. Upon moving from East Tennessee in the early 19th century, Davy Crockett served as a justice of the peace, a colonel of the militia, and a state representative. Crockett settled in Lawrence County around 1815, and his namesake is blanketed across the town with Crockett State Park, Crockett Theatre, and even Crockett Elementary School. Davy Crockett is not the only claim to fame for this area. 2008 presidential hopeful, Fred Thompson grew up in the small town. It was his home for many years, and there are not too many Lawrence County citizens who could not share a story or two about his raising.

The rural county was established with charm- the kind you think of when you watch old Andy Griffith episodes with your family on a hot, summer evening. That charm is really what the area is best known for, other than the populous Amish community serving tourists for twenty-plus years. After World War II, the Murray Ohio Manufacturing Company, a U.S. producer of bicycles and outdoor equipment, moved its manufacturing operations to Lawrenceburg, building a new factory and assembly plant. Over the next several decades, the Murray factory grew to be one of the largest in the United States. In lieu of Murray's diminishing revenue, the company moved to a more cost effective Mississippi facility in 1998. Lawrence County suffered from this economic change, and other public works also felt the effects. Education was one area that took a hit from Murray's departure. After all, a good education system attracts workers with families, attracting factories or other big employers, perfect for a rural community. But Lawrence County School Systems (LCSS) has never been

known as the end all, be all of Tennessee education organizations. Teachers and administrators are well-intentioned educators, doing their best for the community's students. Even so, change has never been a common word in LCSS, but 2007 brought a big change to the entire system, a new Director of Schools. Dr. Bill Heath was hired from a Mississippi school system. He graduated from Middle Tennessee State University with a Doctorate in Educational Leadership. As Director of Schools, Heath is head of a nine member Board of Education. This board seeks to implement policies that will guide the schools, help school administrators plan for improvement and success, and support school needs by overseeing the budget and financial needs of the school system.<sup>386</sup> There are 13 schools in the district, employing over 400 hundred certified educators and 38 administrators.<sup>387</sup> Around 6,500 students are educated by Lawrence County Schools in Pre-Kindergarten-12<sup>th</sup> grade.<sup>388</sup>

Dr. Heath was hired in the wake of Tennessee's education reforms. Knowing him personally, I have seen him at many trainings and conferences, all talking about the future of Tennessee school improvement. It is not the intention to criticize or support his actions as Director of Schools, but as the leader of the district, his name does seem to be synonymous with the efficiency, or lack thereof, of new policy implementations. As you read about the implementation of First to the Top reforms in LCSS, keep in mind it is not the purpose of this paper to argue the existence of equally comparable traits with Lawrence County and Knox

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<sup>386</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>387</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>388</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

County Schools. These school systems are completely different. Instead, the purpose is to compare how state implementation plans can be executed in various school districts. Seeing these differences will help in the final chapter when discussing possible actions for further implementation.

## **Section 2.A: Implementation of First To The Top Policies**

**Disclaimer #1:** In order to understand the timeline of FTTT policy implementations in Lawrence County, I had to look to LCSS School Board meeting minutes. Documents do not exist within the LCSS system that can accurately dictate the FTTT policy implementations (whether because of a lack of funds to produce these documents or a lack of effort is not for me to decide). The structure of this section will not stylistically match the section presented with the Knox County Schools study. There is simply a lack of resources or information provided by LCSS to match these school systems, respectfully.

### ***Standards and Evaluations: Implementation of the Common Core State Standards and the Teacher Evaluation Model***

June 2010 was the first mention of an LCSS administrator attending state training about new FTTT policies.<sup>389</sup> Remember, the state's implementation plan announced local Race to the Top funds for individual districts in April 2010. It was expected from this time on, for local districts to position themselves for the upcoming changes. April 22<sup>nd</sup> of the same year was the official meeting to discuss districts' Local Scopes of Work. Dr. Heath attended introductory sessions throughout 2010 and spring 2011. These sessions were meant to prepare K-2<sup>nd</sup> teachers for full implementation of the Common Core State Standards (CCSS). It would be August 2010 before Race to the Top issues would hit the school board agenda, and another five months before they

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<sup>389</sup> Lawrence County School System. *Board Meeting Minutes: June*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2010.

would appear a second time.<sup>390</sup> Meanwhile, LCSS continued NCLB implementations. (Personal note: When I was in elementary school, NCLB was enacted. By the time I had graduated high school (at least seven years later) NCLB policy implementations were just getting settled...). Months went by without any formal mention of K-2<sup>nd</sup> grade Common Core implementation. As a reminder: the state called for K-2<sup>nd</sup> CCSS implementation at the beginning of the 2011-2012 school year. No training and no resources were directly provided to teachers on how to implement these measures. To be completely honest, K-2<sup>nd</sup> grade CCSS implementation was not set priority.<sup>391</sup> It was encouraged but not enforced. The 2011-2012 school year consisted of adjusting to the new teacher evaluation model. The model presented by the state was used, and RTTT money was provided to train and support new evaluators. Approximately \$14,000 were allocated in nonrecurring funds to support evaluations.<sup>392</sup> The state called for the evaluations to be completed by March 15, 2011, in the first year of implementation.<sup>393</sup> In the spring 2011, no formal announcement had been made to the community regarding CCSS implementation.<sup>394</sup> Instead, the school board added more dual

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<sup>390</sup> Lawrence County School System. *Board Meeting Minutes: August*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2010.

<sup>391</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>392</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>393</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>394</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

enrollment courses as per the requirements set in the Tennessee Diploma Project.<sup>395</sup> The state paced RTTT funds to the districts in a way that would gently ease teacher into the CCSS.

Following this suggested timeline would mean better transition to the PARCC assessment, which was a mandatory implementation date at the start of the 2014-2015 school year. Throughout the months leading to the 2011-2012 school year, no mention of RTTT implementations was made by the School Board.<sup>396</sup> K-2<sup>nd</sup> teachers were not expected to start the implementation of CCSS, but the new evaluation model was evaluating all teachers.<sup>397</sup>

This pattern continued consistently through the 2011-2012 school year and the 2012-2013 school year. Teachers slowly began to learn more about Common Core, but this was due to work of school principals and other instruction leaders who emailed links to state supported websites or other teacher resources. The School Board did report on the Tennessee Educator Acceleration Model (TEAM) which was the new teacher evaluation model using the TAP rubric.<sup>398</sup> Former educators were called to train as evaluators, and this task consumed all new policy work and implementation for the first year.<sup>399</sup> Common Core was first discussed at this same

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<sup>395</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>396</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>397</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>398</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>399</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

August board meeting, but no action was taken by board members- a report was simply given.<sup>400</sup> It was March 2012 before these topics were further discussed.<sup>401</sup> At this board meeting, RTTT funds were used to hire more evaluation personnel.<sup>402</sup> In September of the same year, the board considered the use of \$90,000 that was provided by RTTT to hire two graduation coaches that would serve the system's three high schools.<sup>403</sup> The state suggested this take place during the previous year.<sup>404</sup> The board voted to apply for a Race to the Top district grant, which would be awarded to districts who had proven their successful, early implementation of policies.<sup>405</sup> (KCS was awarded one of these grants. LCSS was not.) The 2012-2013 also saw the soft implementation of Math standards for grades 3<sup>rd</sup> – 8<sup>th</sup>. The summer prior to the 2013-2014 school year was the first opportunity for LCSS teachers to be trained in CCSS.<sup>406</sup> This was a state provided training, and prior to this training, it was expected that school leaders would generate education of the new standards.

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<sup>400</sup> Lawrence County School System. *Board Meeting Minutes: August*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2012.

<sup>401</sup> Lawrence County School System. *Board Meeting Minutes: March*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2012.

<sup>402</sup> Lawrence County School System. *Board Meeting Minutes: March*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2012.

<sup>403</sup> Lawrence County School System. *Board Meeting Minutes: September*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2012.

<sup>404</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>405</sup> Lawrence County School System. *Board Meeting Minutes: September*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2012.

<sup>406</sup> Lawrence County School Systems. [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.



**Disclaimer #2:** Before this summer training, my mother (as a first grade teacher) was called to a CCSS training with all first grade teachers in the system. My mother, being a delightfully obnoxious nerd, had been concerned about her lack of knowledge of the CCSS. She understood that it was her responsibility to implement the CCSS. Since there was no education on the standards provided before the training, she looked to the CCSS website and the TNCore website for guidance. She made a 200-plus page binder of the standards that she was to be teaching. My mother went to the training, showed the District Instructional Supervisor her binder, and quickly began answering the supervisor's questions as well as other teachers. They had not seen this information. While I would love to toot my mother's horn, that is not my point. The point is: my mother, like the 400 educators in the system, had the ability to find what she needed for the CCSS when no one else would (or could) provide that information.

With this training, all K-2<sup>nd</sup> grade teachers were expected (by the county school system) to implement the CCSS in the 2013-2014 school year. This has been done.<sup>407</sup> The teacher evaluation model has also been fully implemented. Board meeting minutes show that in January 2014 and February 2014, actions were taken to input Common Core Coaches for the summer of 2014 and start of the 2014-2015 school year.<sup>408</sup> The Board was planning the full implementation and enforcement of the CCSS in grades K-12<sup>th</sup> during the 2014-2015 school year. This meant grades 3-8 and 9-12 would implement the standards in the same year; two years behind KCS schools.

### ***Assessment: Implementation of the PARCC Assessment***

The last policy implementation that has not been discussed is the PARCC assessment model. Even though there was no mention in public board meeting records, the year after the teacher

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<sup>407</sup> Lawrence County School Systems.  
[http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). 2013. Web. 26 February 2014.

<sup>408</sup> Lawrence County School System. *Board Meeting Minutes: January-February*.  
Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2014.

evaluation model had been implemented in Lawrence County schools, a new form of assessment was implemented for K-2 students. This assessment was endorsed by the state and was intended to help students adjust to the PARCC assessments in 2014-2015. Currently, of the 22 states participating in the PARCC, Tennessee is ranked nineteenth on student assessment. Tennessee set the goal to pass a significant number of states in the first year of full PARCC assessment implementation. With Tennessee's expected full implementation of CCSS in K-2<sup>nd</sup> grade classrooms, a new method of assessment was used in the 2012-2013 school year.<sup>409</sup> This is referred to as the SAT 10 test. Lawrence County Schools implemented this test on schedule. Many teachers (especially those who had not implemented CCSS) were shocked at the disparity found in their student scores.<sup>410</sup> Remember, student assessment scores make up half of a teacher's annual evaluation score. Students' poor performance translates to a teacher's poor performance. LCSS found many teachers in uproar over the assessment. Surprisingly, LCSS continued with the SAT 10 implementation in the 2013-2014 school year, despite the chaos.

Lawrence County School teachers and parents are not the only ones protesting the SAT 10 test. In an August 2013 article in the Tennessean, Lisa Fingerroot, describes how many Metro Nashville Public School teachers and parents are joining forces to stop the SAT10 test, citing excessive testing is causing serious stress and anxiety issues for young students.<sup>411</sup> The article offers, in contrast, the positive results of one Principal from Margaret Allen Middle

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<sup>409</sup> Lawrence County School System. *Board Meeting Minutes: January-February*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2014.

<sup>410</sup> Lawrence County School System. *Board Meeting Minutes: January-February*. Lawrenceburg, TN: [http://lcss.us/index.php?option=com\\_frontpage&Itemid=1](http://lcss.us/index.php?option=com_frontpage&Itemid=1). Web. 2014.

<sup>411</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

School.<sup>412</sup> Dorothy Gunn was applauded for her school's efforts and achievement in testing for the 2012-2013 school year. Margaret Allen, being one of the worst performing schools in the Metro Nashville district, made more improvement on the SAT 10 test than most schools in the state.<sup>413</sup> Gunn discussed the extensive use of the school's data room. Here, each grade level, class, and student has test scores and progress broken down.<sup>414</sup> School employees post progress reports in a way that allows grade level teachers to individualize every student's learning plan. Gunn attributed this model to the school's 2012-2013 testing success.<sup>415</sup> Gunn did admit that every suggested testing model is not used in her school. Gunn's suggestion to article readers was to review the list provided by the state and district, pick which models work best for their classroom, and rigorously use the models to propel student achievement.<sup>416</sup> Despite the success story of Principal Gunn and Margaret Allen, Metro Schools did not use the SAT 10 test in the 2013-2014 year.<sup>417</sup>

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<sup>412</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

<sup>413</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

<sup>414</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

<sup>415</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

<sup>416</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

<sup>417</sup> Fingerroot, Lisa. "Tennessee's heavy use of standardized tests sparks hard questions from parents, educators." *The Tennessean*. 27 August 2013. Web. 12 March 2014.

### **Section 3: Changes in Data from 2009-2013 in Knox County Schools and Lawrence County Schools**

Taking Knox County and Lawrence County Schools, placing their FTTT policy implementations side-by-side, and scrutinizing one district's success over the other is not an effective mode for comparison. What is effective: understanding the statistical differences that currently exist between the two school systems and by extension the types of schools. In Chapter 3, we discussed the foundations for urban and rural schools. Through this discussion, we can conclude that there are certain barriers that keep these schools from reaching their full potential. Given below is a summation of four barriers that impede urban and rural school achievement.

**Table 9. Historical Barriers in Urban Schools<sup>418</sup>**

|  |
|--|
| 1. Heavily concentrated populations of low-income students.  |
| 2. Urban students find it hard to learn when their social and domestic needs are not met.              |
| 3. Urban schools face high rates of teacher turnover, keeping instructional quality at a low.          |
| 4. There is an emphasis on heavy rules and regulations and less emphasis on individual student growth. |

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<sup>418</sup> Citations given through the review of literature in Chapter 3, Section 1.B.

**Table 10. Historical Barriers in Rural Schools<sup>419</sup>**

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| 1. Community values have a strong effect on educational values and vice versa. While this is not always a negative factor, it can keep rural schools from embracing new, innovative ways to learn. |
| 2. Local autonomy can lead to a decrease in elevated school standards and expectations.  |
| 3. Even though teachers are typically the largest number of employees in rural communities, their position is not utilized to its fullest potential.   |
| 4. Low educational attainment of students' families can translate to low educational attainment of students.   |

We have seen the differences in implementation for both Knox County and Lawrence County Schools. We have not, however, examined the differences in student achievement from 2009-2013. Look now at a series of charts that illustrates the range of achievement since the implementation of Tennessee's First to the Top Act.

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<sup>419</sup> Citations given through the review of literature in Chapter 3, Section 2.B.

**Table 11. Knox County Schools 2009.**<sup>420</sup>

|  |   |
|--|---|
| <p><b>District Characteristics</b></p> <p>Schools: <b>86</b><br/> Students: <b>53,176</b><br/> Grades Served: <b>PK-12</b></p> <p><i>State Averages:</i></p> <p>Schools: <b>7</b><br/> Students: <b>3,334</b></p>  | <p><b>Inputs</b></p> <p>Per Pupil Expenditures: <b>\$8,241</b><br/> Avg. Teacher Salary: <b>\$43,719</b><br/> % Local Funding: <b>58.7%</b></p> <p><i>State averages:</i></p> <p>Per Pupil Expenditures: <b>\$8,345</b><br/> Avg. Teacher Salary: <b>\$44,820</b><br/> % Local Funding: <b>41.3%</b></p>  |
| <p><b>Student Demographics</b></p> <p>% Limited English Proficient: <b>2.3%</b><br/> % Economically Disadvantaged: <b>42.8%</b></p> <p><i>State Averages:</i></p> <p>% Limited English Proficient: <b>3.2%</b><br/> % Economically Disadvantaged: <b>54.5%</b></p> | <p><b>Achievement</b></p> <p>TCAP Score: <b>60.5</b><br/> TVAAS Score: <b>2.1</b><br/> Growth Score: <b>8.0</b><br/> 3-Year ACT: <b>22.0</b><br/> Graduation Rate: <b>79.3</b></p> <p><i>State Averages:</i></p> <p>TCAP Score: <b>58.0</b><br/> TVAAS Score: <b>1.7</b><br/> Growth Score: <b>N/A</b><br/> 3-Year ACT: <b>20.7</b><br/> Graduation Rate: <b>82.2</b></p> |

<sup>420</sup> SCORE. *District Profiles*. Nashville, TN: 2009. pp. 89-90.

**Table 12. Lawrence County School System 2009<sup>421</sup>**

|   |  |
|---|--|
| <b>District Characteristics</b><br><br>Schools: <b>13</b><br>Students: <b>6,647</b><br>Grades Served: <b>PK-12</b><br><br><i>State Averages:</i><br><br>Schools: <b>7</b><br>Students: <b>3,334</b>   | <b>Inputs</b><br><br>Per Pupil Expenditures: <b>\$7,232</b><br>Avg. Teacher Salary: <b>\$40,427</b><br>% Local Funding: <b>23.9%</b><br><br><i>State averages:</i><br><br>Per Pupil Expenditures: <b>\$8,345</b><br>Avg. Teacher Salary: <b>\$44,820</b><br>% Local Funding: <b>41.3%</b>  |
| <b>Student Demographics</b><br><br>% Limited English Proficient: <b>0.2%</b><br>% Economically Disadvantaged: <b>56.7%</b><br><br><i>State Averages:</i><br><br>% Limited English Proficient: <b>3.2%</b><br>% Economically Disadvantaged: <b>54.5%</b> | <b>Achievement</b><br><br>TCAP Score: <b>62.0</b><br>TVAAS Score: <b>2.4</b><br>Growth Score: <b>3.5</b><br>3-Year ACT: <b>19.9</b><br>Graduation Rate: <b>81.9</b><br><br><i>State Averages:</i><br><br>TCAP Score: <b>58.0</b><br>TVAAS Score: <b>1.7</b><br>Growth Score: <b>N/A</b><br>3-Year ACT: <b>20.7</b><br>Graduation Rate: <b>82.2</b> |

<sup>421</sup> SCORE. *District Profiles*. Nashville, TN: 2009. pp. 89-90.

**Table 13. Data Comparison in 2013 Statistics**<sup>422</sup>

| Measure:                               | Knox County Schools   | Lawrence County Schools   |
|--|---|---|
|  | <i>55,796 Students</i>  | <i>6,508 Students</i>   |
| <b>TCAP</b>                            | Math (% Basic or Prof.): 53.9<br><i>*1.8% increase from 2012</i><br><br>ELA (% Basic or Prof.): 56.8<br><i>*0.2% decrease from 2012</i> | Math (% Basic or Prof.): 63.1<br><i>*4.0% increase from 2012</i><br><br>ELA (% Basic or Prof.): 59.5<br><i>*1.1% decrease from 2012</i> |
| <b>ACT</b>                             | 2013 Composite AVG: 20.2<br><br>3 Year Composite AVG: 20.4  | 2013 Composite AVG: 18.7<br><br>3 Year Composite AVG: 18.5  |
| <b>Graduation Rate</b>                 | 87.7  | 93.9  |
| <b>Per Pupil Spending</b>              | \$9,077.22  | \$7,951.57  |
| <b>%Local Funding</b>                  | 53.9  | 22.9  |
| <b>%State Funding</b>                  | 36.7  | 66.2  |
| <b>%Federal Funding</b>                | 9.4   | 11.0  |
| <b>%Limited English Proficient</b>     | 3.5   | 0.4   |
| <b># Exempt from SAT-10 Assessment</b> | 54  | 0   |
| <b>Free/Reduced Lunch</b>              | 27,672<br><br>49.59% of Students  | 4,042<br><br>62.11% of Students   |

As you can see, the only consistent increase for both school systems is the amount of money spent per-pupil. *Both* districts increased and decreased in certain measures. This leads one to question whether or not the implementations have been effective. Does it matter if KCS implemented the CCSS before other school districts? Does it matter that LCSS used the SAT 10 assessment for K-2<sup>nd</sup> graders? These changes are still in their formative stages. It can be hard to judge whether or not the FTTT policy implementations are worthwhile. So what should we do?

<sup>422</sup> Tennessee. Department of Education. *State Education Report Card*. Nashville, TN: <https://www.tn.gov/education/reportcard/2013.shtml>. 2013. Web. 13 March 2014.



Are these policies worth our time? KCS and LCSS are two school districts with a desire to better educate their students. No matter a district's current status in the FTTT implementation timeline, school districts need to recognize that these changes will take time, effort, and a true commitment to better outcomes for students. As this is no easy task, use the policy take-aways in the next chapter to understand new ways to improve a child's education, a local school, or the local community.

## Chapter 5: Conclusions and Policy Take-Aways

### *Fall 1999*

It was another autumn day at Lawrenceburg Public School (LPS). I was in the first grade and dreading to hear my name called before the class. I was sitting in my four square group during Reading time, and once my name was called- that was it. Another failure- another embarrassment- another chance to show everyone in the class how I could not read. I had worked on reading my assignment with my Mom and Dad, my Mimi and Paw-Paw- even my brother tried to help me. The simple fact was- I just could not read. I loved my 1<sup>st</sup> grade teacher, and I could tell how hard she was working to try and make things click. But I knew the look she was about to get on her face. I had seen it before. It would be sympathetic, yet disappointed, and frustrated all at the same time. “Miss Abigail, come to my desk, please.” That was it- the moment of truth. Ms. Cookie had called me to her Reading table to see if I had mastered the very basic assignment she had given me weeks before. I heard myself struggle through the words- each syllable broken down to its raw, fumbled core. By the time it was over, my back was sweating and I could feel the tears welling up in my eyes. I did not make it. Yet again, I had to go home and tell my Mom that I did not pass my Reading quiz.

When I was in 1<sup>st</sup> grade, learning to read was a very real obstacle. I remember sitting in my bedroom- with different reading programs, audiocassettes, and flashcards spread around me. Mom and I had been working at it for weeks- months even- to no avail. The disappointment and low self-esteem I felt during that school year was unforgettable. I had tried so many programs- so many different methods, and nothing seemed to fit. That is, until I met the 3<sup>rd</sup> grade teacher down the hall. Mrs. Trena was new at LPS. All my friends in 3<sup>rd</sup> grade told me

how fun she was and how she made Reading time the best part of the day. Somehow my mom found out about Mrs. Trena, too. The two of them organized a personal tutoring schedule for me three days a week after school. I remember the first day I went to her class. I was nervous-scared of disappointing another teacher, but Mrs. Trena had all the tricks. She sat me down, smiled gently, and told me a simple truth. “Abigail. You- Can- Do- This. You can read! It’s going to take time- and hard work, but you can do this!” Something in her voice made me believe it for the first time. I did not know how I could or what it would take to make those words come true, but within the first two weeks- I had mastered that assignment from Ms. Cookie’s class. For the first time ever- I enjoyed school; I enjoyed learning to read.

I have often thought about Mrs. Trena and learning to read while studying the different implementations of the First to the Top Act. I think about the story when I hear so many protests about Common Core or the evaluation model. Those were my reading programs and my audiocassettes. Maybe they will work...maybe they won’t. We may look at these policy implementations- the stagnant test scores in KCS and LCSS- and think, “This isn’t working. We need something different in our schools.” We may be right---but we may be dead wrong, too. Here’s the thing about these implementations: currently, they are the best shot we have to increase student outcomes. We cannot change them, and I doubt Tennessee’s Governor is in a hurry to get rid of them. So what is the next move? I propose a true change in culture- a change that enhances the rich history of our education system- one that complements our successes and learns from our failures. We need to listen to what Mr. Edwards told me on our phone call that day, “Parents don’t know what’s going on in our schools.” I believe Mr. Edwards, when using the word “parents,” meant to include all members of the community. He was talking about the parents of our society- our elected officials, our blue-collar workers, our cosmetologists, and our

architects. Every community and every citizen living *in* the community is a *parent* to society's education. It is our responsibility to understand the changes going on in our local school system. It is our responsibility to react to low student outcomes. It is our responsibility to consider the needs of children in the classroom to optimize their learning experiences. Society must shift its focus on education in a way that its purpose is paramount and its role in society is nonnegotiable. Our commitment to better education will ensure the success of *any* policy implementation. We have seen this idea proven through this study. Good education leads to stronger communities. Understanding some of the barriers that keep schools from achieving, taking those barriers head on, and moving forward with models of proven success will boost school and economic development.

The remainder of this chapter focuses on policy take-aways that can be applied to any urban school, rural school, and any other type of school. These have been proven methods to find success, and are based on ideas that will carry us out of the achievement rut. Though these ideas may be broken down by school type-I encourage all readers to take them at face value, apply them to your particular school setting and make them work. Rural schools have the efficiency of small communities and a lot of times small classrooms. The teacher knows the students and that relationship boosts student confidence and student outcomes. On the other hand, urban schools are often surrounded by resources waiting to be used. They are near universities filled with eager college volunteers and business leaders who understand that their future employers are coming from the neighborhood schools. While these systems may be most prevalent in rural and urban communities, but why can't one work for the other? We have already learned that Tennessee's policy implementation looks different in different school districts. Let us now encourage one another and use our resources to the betterment of not just

the students in our district- but throughout the state. Change will come when administrators, educators, and other education stakeholders learn to improvise and envision a main goal of education: every student achieving his or her potential and in turn becoming a productive member of society.

### **Section 1: Key Take-Aways from Urban School Reform Models**

The first part of Chapter 3 focused on urban schools in our nation's history and current models for education reform in urban communities. Focus on the key take-aways from each of the models. These take-aways will not only benefit students in urban schools, they will also help students with similar socioeconomic, cultural, and cognitive backgrounds that are most prominent in urban schools. Readers are encouraged to think of the make-up of their community's school system. While the students may or may not be culturally urban by nature, these take-aways could offer beneficial guidelines for increased improvement.

**Table 14. Key Take-Aways from Urban School Reform Models****Achievement First Schools**

**Take-Away #1:** Longer school days provide increased instruction time, and an increased focus on individual student needs.<sup>423</sup>

**Take-Away #2:** Establishing a college focus from the beginning will enable students to visualize their ultimate goal of post-secondary education and work throughout their K-12<sup>th</sup> education to achieve that goal.<sup>424</sup>

**Take-Away #3:** With parents, teachers, and students committed to a better education, they are also committed to assessing the progress of that education and the needs of a student in moving forward.<sup>425</sup>

**Partnerships for 21<sup>st</sup> Century Learning (P21)**

**Take-Away #1:** At P21, there is a parent, teacher, student, and community focus on education, and this correlates with success in the classroom and the community.<sup>426</sup>

**Take-Away #2:** Standards-based curriculums can allow education stakeholders to diversify their learning environments, teach broad subject matters, and include community leaders in strengthening a child's educational attainment.<sup>427</sup>

**Take-Away #3:** A commitment to college and career focused students can direct the focal point of a classroom, school, and broader community.<sup>428</sup>

<sup>423</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>424</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>425</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

<sup>426</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>427</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

<sup>428</sup> Partnership for 21<sup>st</sup> Century Skills.  
[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).  
2013, Web. 8 November 2013.

### **The Harlem Children Zone**

**Take-Away #1:** An early commitment to lifelong learning changes the trajectory of chronically poor students and helps them break their socioeconomic chains- moving on to bigger and better things.<sup>429</sup>

**Take-Away #2:** By enticing parents, students, and teachers to commit to high education standards, barriers were broken through increased student achievement.<sup>430</sup>

**Take-Away #3:** There is value in regular student assessments. It allows even the weakest students to see their path to success and teachers and instructors can cater to the needs of such struggling students.<sup>431</sup>

### ***Achievement First Schools***

**Take-Away #1:** Longer school days provide increased instruction time, and an increased focus on individual student needs.<sup>432</sup> Achievement First Schools provided a model for schools with optimizing the time teachers and students spent in the classroom and on task. They also served as an example on the benefits of a longer school day. Students were able to receive double the instruction time in critical subjects such as English Language Arts and Math- leading to higher subject scores. School leaders should consider these options when focusing on ways to improve student outcomes. Evaluate your school's current class schedule and find ways to better make use of the time of your teachers and your students.

<sup>429</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>430</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>431</sup> Harlem Children Zone. <http://www.hcz.org/index.php/about-us/history>. 2013, Web. 6 November 2013.

<sup>432</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.

***Take-Away #2:*** Establishing a college focus from the beginning will enable students to visualize their ultimate goal of post-secondary education and work throughout their K-12th education to achieve that goal. Education stakeholders should begin an open dialogue about the end goal for their students. Should students strive to attend a two-year community college? Should students strive to attend a four-year university or a technical school? Whatever that goal may be, begin planning with that vision in mind. Achievement First Schools used the end goal of every student attending college to help shape not only the school day, but the overall school culture. Beginning with the end in mind will help school leaders, teachers, parents, and students pace themselves but slowly work to the bigger goal.

***Take-Away #3:*** With parents, teachers, and students committed to a better education, they are also committed to assessing the progress of that education and the needs of a student in moving forward.<sup>433</sup> Achievement First Schools made sure all parents, students, and teachers were on the same page about the need for continuous assessment and tracking a student's progress throughout his or her career. Getting all parties on the same page about assessments, tracking, and understanding a student's educational progression will help streamline a student's education experience and enhance the goals and resources set out for them.

### ***Partnerships for 21st Century Learning (P21)***

***Take-Away #1:*** At P21, there is a parent, teacher, student, and community focus on education, and this correlates with success in the classroom and the community. The P21 framework of having all education stakeholders on the same page about their community's educational needs

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<sup>433</sup> Achievement First. <http://www.achievementfirst.org/>. 2013, Web. 04 November 2013.



has shown time and time again the possibility for increased results. Community members need to seek out more information about local school needs. Community leaders should then incorporate these needs of the school into the needs of the broader community. Once this consistency is established, everyone can work towards the same goal of improving the community's educational attainment.

***Take-Away #2:*** Standards-based curriculums can allow education stakeholders to diversify their learning environments, teach broad subject matters, and include community leaders in strengthening a child's educational attainment. P21 showed how basic standards used to guide the inner workings of a classroom can ultimately open up a teacher's ability to create new lessons and resources and become more creative with the way students learn and achieve. P21 showed how using standards as the foundation of a curriculum can help all parties achieve goals in a more efficient manner and provide for deeper understanding across grade levels.

***Take-Away #3:*** A commitment to college and career focused students can direct the focal point of a classroom, school, and broader community. P21 echoed Achievement First's idea of starting with the end in mind. Communities could follow this framework by opening the discussion for what the end goals of students should be. Once these are established, throw resources at these goals and utilize them in a way that makes goals a reality.

***The Harlem Children Zone***

***Take-Away #1:*** An early commitment to lifelong learning changes the trajectory of chronically poor students and helps them break their socioeconomic chains- moving on to bigger and better things. Understanding HCZ's commitment to lifelong learning can help education stakeholders as they plan forums and community events that cater to the needs of chronically poor students and their families. Providing such intervention at an early age will help these students combat the many domestic and emotional issues that frequently keep them from learning at their full potential.

***Take-Away #2:*** By enticing parents, students, and teachers to commit to high education standards, barriers were broken through increased student achievement. In many ways, HCZ was masterful (providing meals to the whole family, offering healthcare services, etc.) in finding ways to entice parents and guardians in investing in their student's academic success. Stakeholders should be innovative and intuitive in the ways that would entice parents to invest in their child's academic success. Keeping in mind that their academic career could have been unpleasant will help leaders form new ways to entice parental involvement while still being considerate of parents' negative feelings about his or her education.

***Take-Away #3:*** There is value in regular student assessments. It allows even the weakest students to see their path to success and teachers and instructors can cater to the needs of such struggling students. Assessments are currently the best option for plotting a student's path to success. HCZ has used assessments to show student growth, communicate the needs of a student

to all relevant parties, and modernize the way HCZ schools put focus on students across the achievement spectrum.

## **Section 2: Key Take-Aways from Rural School Reform Models**

The second part of Chapter 3 focused on rural schools in our nation’s history and current models for education reform in rural communities. In this section, pay attention to the key take-aways from each of the models. Many schools in urban areas are currently looking to high performing rural school districts to gain a better perspective on increasing student attainment through strengthening their learning environment. These take-aways can serve a variety of school environments and will lead to better student outcomes.

**Table 15. Key Take-Aways from Rural School Reform Models**

### **State Collaborative on Reforming Education**

**Take-Away #1:** Establish the rural community’s role in education. This role leads to a more focused, tailored economic plan for the community that continually supports the needs of the classroom.

**Take-Away #2:** Community focus should cater to the needs of administrators and teachers, so there attention can be on improving student achievement.

**Take-Away #3:** Heed the value in the correlation between high-quality education and high-quality economic development.

### **Appalachia Regional Comprehensive Center**

**Take-Away #1:** Find the areas where parental involvement is at its best, and utilize the opportunity to increase parent awareness of school, curriculum, and community needs.

**Take-Away #2:** Stress the importance of parent involvement at home. Building relationships

with students outside the classroom will increase their confidence and better their overall performance.

**Take-Away #3:** A commitment to college and career focused students can direct the focus of a classroom, school, and broader community. Use this focus to better rural schools and support the needs of growing students.

### **The Rural and Community Trust**

**Take-Away #1:** Community members should hold local governments accountable for its funds to education. Make sure these funds reflect the desire for increased education outcomes in the community. Support the community and schools to ensure these funds are optimally spent.

**Take-Away #2:** Create interstate partnerships. Use the partnership to increase resources that propel high student outcomes.

**Take-Away #3:** Use big city ideas and innovation to support small town efficiency and productivity.

### ***State Collaborative on Reforming Education***

**Take-Away #1:** Establish the rural community's role in education. This role leads to a more focused, tailored economic plan for the community that continually supports the needs of the classroom. SCORE's study on rural education showed that more commonly aligned community and education goals contribute to better economic development and school development. Because rural communities are small in number, it can be easier to get the education message across all audiences. Use this to your advantage and seek the partnership of all education stakeholders to produce better student outcomes.

**Take-Away #2:** Community focus should cater to the needs of administrators and teachers, so there attention can be on improving student achievement. One interesting point was made in Chapter 3's history of rural schools. This was the fact that many times educators make up the

largest number of employees in a rural community. Still, this did not translate to complete utilization and communal support of these educators. SCORE's report suggested community members seeking out the needs of teachers and administrators to help offset their growing responsibilities.

***Take-Away #3:*** Heed the value in the correlation between high-quality education and high-quality economic development. SCORE's report consistently pointed to studies that elevate communities that directly link their economic development success to their local education success. Community leaders should learn from these examples and seek out their school and community leaders to open the dialogue for increased collaboration among the community's economic development and school development.

### ***Appalachia Regional Comprehensive Center***

***Take-Away #1:*** Find the areas where parental involvement is at its best, and utilize the opportunity to increase parent awareness of school, curriculum, and community needs. ARCC showed new ways to use current patterns of parent involvement to the benefit of the school. Once school leaders turned their focus to current opportunities of parent involvement, the school was able to promote important education issues among parents. School leaders should learn from this example and look to promote school initiatives at popular parent involvement activities such as sporting events, school plays and productions, and fall and spring open houses.

***Take-Away #2:*** Stress the importance of parent involvement at home. Building relationships with students outside the classroom will increase their confidence and better their overall

performance. ARCC showed how teachers innovating homework assignments and class requirements in ways that would further involve parents led to better parent involvement in the home and increased performance rate in students.

***Take-Away #3:*** A commitment to college and career focused students can direct the focus of a classroom, school, and broader community. Use this focus to better rural schools and support the needs of growing students. Not all rural students are going to college. However, rural education stakeholder can cater the goals of their students to their desired, after graduation, path. Community members and business leaders can help by volunteering in schools and speaking with students about job opportunities and other opportunities after high school graduation. Parents and teachers can help by taking an interest in their student's future goals.

### ***The Rural and Community Trust***

***Take-Away #1:*** Community members should hold local governments accountable for its funds to education; make sure these funds reflect the desire for increased education outcomes in the community; and support the community and schools to ensure these funds are optimally spent. The Rural Trust highlighted different discrepancies in rural education spending. As tax payers, ask questions about where your money is going. Offer suggestions to the local school board on ways to increase the effectiveness of education funds, and take on work to make sure these funds are being utilized as efficiently as possible.

***Take-Away #2:*** Create interstate partnerships. Use the partnership to increase resources that propel high student outcomes. The Rural Trust encouraged state and district leaders to look

across state lines for ideas on how to improve the local school. Teachers and school leaders can also do this by searching other state websites and utilizing their resources that are publicly provided.

***Take-Away #3:*** Use big city ideas and innovation to support small town efficiency and productivity. The Rural Trust showed how rural communities can still have big city benefits in their schools. Communities and schools should partner with nearby community colleges and technical schools to increase their resources in the classroom. Allow these resources to be an integral part in the curriculum, especially as students progress through middle and high school. These partnerships will prove invaluable in educating students on their options after graduation.

### **Section 3: Key Take-Aways from this Study**

The previous two sections have offered a variety of suggestions for school improvement. Throughout this study, several take-aways have accumulated. The next section of take-aways offers suggestions that combine the best results in both rural and urban school reform models. Use this final section of take-aways to transform your school and community, and incorporate these changes with future changes in Tennessee education reform.

**Table 16. Key Take-Aways from this Study****#1 Assessment is a Necessary Evil**

No one likes taking tests, but in a time when we desperately need to know the performance patterns of our students, we must utilize the technology and the testing infrastructure we have in place to put our data to good use.

- ***State, District, and School Leaders:*** Take a step back from including such high stakes with student scores in teacher evaluation models. Provide for your teachers and trust that, in turn, they will provide for their students. Make sure they are supported through their evaluations and not just judged.
- ***Teachers:*** Use your resources. Gather volunteers to help manage class time so that you may optimize the data and assessment information to better serve each individual student. Look to the creation of Data Walls or Data Rooms to streamline the function of student achievement statistics.
- ***Parents and Students:*** Embrace hard work. Assessments are draining but are also a tool to help understand a student's potential. Parents, encourage your students to do their best whether on test day or on a field trip. Students: enjoy learning-be positive about tests and view them as a map leading you to the next educational adventure. All students can achieve by asking smart questions, getting help when it is needed, and *believing* in their own ability to achieve.

**#2 The More Support - The More Success!**

How does the saying go....Strength in numbers! We must increase the number of interested, participating education stakeholders so that goals in the classroom are goals of the community.

- ***Schools Leaders:*** Open your doors for community involvement and increased educational attainment. There is always something to do in a school. Let willing volunteers take time to give back to the school and to share in their community's effort to educate the brightest students.
- ***Teachers:*** Let your classroom be the example of an open book. Open it up to community members who can read to your class, organize learning materials, and provide attention for students who need more instruction time.
- ***Community Members:*** Take interest in your future, and the community's future. Donate, share, ask questions, and be a part of the conversation for better, local schools. Be aware of the commitment of current educators and support their needs. Commit to



lifelong learning and share that passion with young, formative minds.

### **#3 BIG Education, BIG Priority, BIG Results**

Think *BIG* with educational goals, dream *BIG* with community priorities- as they relate to better student outcomes, and get *BIG* results. Be the leader that makes the community, the neighborhood, or the usual lunch crowd aware of the big picture: Education matters.

- ***Community Leaders:*** Share job opportunities and personal experiences with students. Help them understand your path to a good job, answer their questions to help them achieve their post-secondary and workforce goals.
- ***Teachers:*** Take time to highlight the leaders and supporters of the school and classroom. Let students know who provided cool equipment and new textbooks. Help your students appreciate the many hands that contribute to their education.
- ***Everybody in Between:*** Make education in your community count. Students who grow up respecting their surroundings will not only learn to respect themselves, but they will respect the community and their future, contributive role in that community.

### ***#1 Assessment is a Necessary Evil***

No one likes taking tests, but in a time when we desperately need to know the performance patterns of our students, we must utilize the technology and the testing infrastructure we have in place to put our data to good use. After talking to a Metro Nashville charter school teacher, I had a better understanding of the phrase, “necessary evil.” He said student assessments were not fun, but they were currently the best mechanism for understanding student needs and growth patterns. He was able to take his regular assessments and model a learning program for each of his high needs students. These students’ scores showed dramatic improvement by the end of the year and he credited this to the full use of the students’ assessments. Take note of the different

opportunities with the community's education stakeholders and promote student assessment in a way that positively uses the resource as a means for better education outcomes.

***State, District, and School Leaders:*** Take a step back from including such high stakes with student scores in teacher evaluation models. Provide for your teachers and trust that, in turn, they will provide for their students. Make sure they are supported through their evaluations and not just judged. When teachers feel supported, they will be more inclined to give extra attention to their students' needs.

***Teachers:*** Use your resources. Gather volunteers to help manage class time so that you may elevate the data and assessment information to better serve each individual student. Look to the creation of Data Walls or Data Rooms to streamline the function of student achievement statistics.

***Parents and Students:*** Embrace hard work. Assessments are draining but are also a tool to help understand a student's potential. Parents, encourage your students to do their best whether on test day or on a field trip. Students: enjoy learning-be positive about tests and view them as a map leading you to the next educational adventure. All students can achieve by asking smart questions, getting help when it is needed, and believing in their own ability to achieve.

### ***#2 The More Support - The More Success!***

We must increase the number of interested, participating education stakeholders so that goals in the classroom are also goals in the community. We have seen this in both rural and urban

schools. Local schools saw success when more people bought into the value of increasing education standards and requirements. School leaders need to be innovative about community involvement and promotion. Teachers must utilize volunteers to the fullest extent. Let these suggestions inspire increasing support for your local schools.

***Schools Leaders:*** Open your doors for community involvement and increased educational attainment. There is always something to do in a school. Let willing volunteers take time to give back to the school and to share in their community's effort to educate the brightest students.

***Teachers:*** Let your classroom be the example of an open book. Open it up to community members who can read to your class, organize learning materials, and provide attention for students who need more instruction time.

***Community Members:*** Take interest in your future, and the community's future. Donate, share, ask questions, and be a part of the conversation for better, local schools. Be aware of the commitment of current educators and support their needs. Commit to lifelong learning and share that passion with young, formative minds.

### **#3 BIG Education, BIG Priority, BIG Results**

Think *BIG* with educational goals, dream *BIG* with community priorities- as they relate to better student outcomes, and get *BIG* results. Be the leader that makes the community, the neighborhood, or the usual lunch crowd aware of the big picture: Education matters. This may

all be romantic language and happy thoughts, but until we accept education as a big priority in the community- we will not see the results we desire.

***Community Leaders:*** Share job opportunities and personal experiences with students. Help them understand your path to a good job, answer their questions to help them achieve their post-secondary and workforce goals.

***Teachers:*** Take time to highlight the leaders and supporters of the school and classroom. Let students know who provided cool equipment and new textbooks. Help your students appreciate the many hands that contribute to their education.

***Everybody in Between:*** Make education in your community count. Students who grow up respecting their surroundings will not only learn to respect themselves, but they will respect the community and their future, contributive role in that community.

#### **Section 4: Study Methodology, Limitations, and Future Areas for Research and Project Utilization**

This study was completed with the intended audience of society's parents of education. Therefore, many of the sources and citations are directly related to public documents, accessible to that audience. Chapters 1 and 2 are both primarily sourced through files provided by the Tennessee Department of Education. Many weeks went into the search and synthesis of these files and it is my hope that these hours will in turn translate a swift relay of vital information about Tennessee education reform to the parent of society's education. Chapter 3 was primarily

sourced by scholarly work- seeking to provide a solid foundation on the history of America's urban and rural schools and the current work to improve such school systems. The research behind Chapter 4 was found in the local school districts, their public files, and school district websites.

In fall 2013, IRB approval was sought for qualitative interviews to be conducted in both Knox County and Lawrence County Schools. The research found that many interview held were too biased towards the negative or positive changes in Tennessee education reform, and for this reason, these interviews would be left out. Future research could include a qualitative survey of teachers, school leaders, and community education stakeholders on their perceptions of recent Tennessee and local education reform. This would help gather a better understanding of the true execution of the FTTT policy implementations and help education reformers better adapt resources to fit the needs of the school. Future research could also be conducted once test scores begin to relate to the policy implementations of the past three years.

As for future usage of this project, several school district leaders have asked for this work, claiming they will use it to better educate their teachers, parents, and community supporters on the ongoing changes in Tennessee education. Additionally, several new teachers will be using this document during the summer 2014 to prepare them for work in a Tennessee classroom. It is my intent to improve, and share this work with the hope of educating more people on their imperative role in education.<sup>434</sup>

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<sup>434</sup> Access to this document can be granted upon request of the author. For those wishing to use any part of this document for educational purposes, please contact Abigail J. McKamey by email at [ajmckamey@gmail.com](mailto:ajmckamey@gmail.com).

# **Appendix A**



# State of Tennessee

## FIRST EXTRAORDINARY SESSION

### SENATE BILL NO. 5

By Kyle, Woodson, Gresham, McNally, Berke, Kelsey, Tate

Substituted for: House Bill No. 7010

By Michael Turner, Lois DeBerry, Harry Brooks, Naifeh, Fitzhugh, Maddox, Williams, Dunn

AN ACT to amend Tennessee Code Annotated, Title 49, Chapters 1, 2, 3 and 5, relative to education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. This act shall be known and may be cited as the "Tennessee First to the Top Act of 2010".

SECTION 2. Tennessee Code Annotated, Section 49-1-602(f)(1)(C)(ii), is amended by deleting the existing language and by substituting instead the following language:

Removing the school from the jurisdiction of the LEA and placing the school under the jurisdiction of the "achievement school district" established by the Commissioner of Education pursuant to § 49-1-614.

SECTION 3. Tennessee Code Annotated, Section 49-1-602(f)(1)(C), is further amended by adding the following language as newly designated subdivision (v):

Notwithstanding any provision of the law to the contrary, the commissioner shall have the authority to choose for the school the plan of alternative governance to be developed and implemented.

SECTION 4. Tennessee Code Annotated, Section 49-1-602(g), is amended by deleting the following language:

If the school does not meet the performance standards of the state board by the end of the fourth year of improvement status, the school may be placed in the fifth year of improvement status (Restructuring 2 --- Alternative Governance). During the fifth year of improvement status:

and by substituting instead the following language:

If the school does not meet the performance standards of the state board by the end of the fourth year of improvement status, the school may be placed in the fifth year of improvement status (Restructuring 2 --- Alternative Governance). During the fifth year of improvement status or at any time a Title I school meets the U.S. Department of Education's definition of "persistently lowest achieving schools":

SECTION 5. Tennessee Code Annotated, 49-1-602(g)(2)(E), is amended by deleting the existing language and by substituting instead the following language:

Implementation of the plan for governance, selected from options provided by the commissioner or the specific plan chosen by the commissioner; provided, however, that in the case where the plan for alternative governance is implemented, the LEA shall continue to be accountable for the match required by the funding formula for students served. In addition, the LEA shall continue to provide such support services as identified by the commissioner or designee.

SECTION 6. Tennessee Code Annotated, Section 49-1-602(l)(1)(A), is amended by deleting the existing language and by substituting instead the following language:

Assume any or all powers of governance for the LEA, including, but not limited to, assigning the LEA, or individual schools within the LEA, to the achievement school district. However, in the case of the commissioner assuming governance, the LEA shall continue to be accountable for the match required by the BEP funding formula for students served.

SECTION 7. Tennessee Code Annotated, Section 49-1-606(a), is amended by deleting the second sentence of the subsection in its entirety.

SECTION 8. Tennessee Code Annotated, Section 49-1-606(b), is amended by adding the following sentence at the end of the subsection:

The estimates of specific teacher effects may also be made available to the state board approved teacher preparation programs of individual teachers. The estimates made available to the preparation programs shall not be personally identifiable with a particular teacher.

SECTION 9. Tennessee Code Annotated, Title 49, Chapter 1, Part 6, is amended by adding the following language as a new § 49-1-614:

(a) For the purposes of this title, the "achievement school district" is an organizational unit of the Department of Education, established by the commissioner for the purpose of providing oversight for the operation of the total program for individual schools or LEAs, pursuant to § 49-1-602.

(b) The commissioner shall have the authority to contract with one or more individuals, governmental entities or nonprofit entities to manage the day-to-day operations of any or all schools or LEAs placed in the achievement school district, including, but not limited to, providing direct services to students.

(c) The individual, governmental entity or nonprofit entity contracted with to manage schools or LEAs that have been placed in the achievement school district may apply to the commissioner for a waiver of any state board rule that inhibits or hinders the ability of the school or LEA to achieve the required adequate yearly progress benchmarks. Notwithstanding the provisions of this subsection (c), the commissioner shall not waive rules related to the following:

- (1) Federal and state civil rights;
- (2) Federal, state, and local health and safety;
- (3) Federal and state public records;
- (4) Immunizations;
- (5) Possession of weapons on school grounds;
- (6) Background checks and fingerprinting of personnel;
- (7) Federal and state special education services;
- (8) Student due process;
- (9) Parental rights;
- (10) Federal and state student assessment and accountability;
- (11) Open meetings; and

(12) At least the same equivalent time of instruction as required in regular public schools.

(d)(1) The individual, governmental entity or nonprofit entity contracted with to manage schools that have been placed in the achievement school district shall have the authority to determine whether any teacher who was previously assigned to such school shall have the option of continuing to teach at that school as an employee of the managing entity. Any teacher not given that option shall remain an employee of the LEA, subject to the provisions of § 49-5-511. Moreover, any teacher who accepts that option shall have the right to return to the employ of the LEA should the managing entity later determine not to continue to employ such teacher, subject to the provisions of § 49-5-511.



(2) With the exception of the provisions protecting teachers' rights to accumulated sick leave, retirement benefits, pension and tenure status within an LEA, the provisions of Tennessee Code Annotated, § 49-5-203, and the Education Professional Negotiations Act, compiled in Title 49, Chapter 5, Part 6, shall not apply to teachers who accept the option of continuing to teach at a school placed in the achievement school district.

(e) After a school or LEA that has been placed in the achievement school district achieves the required adequate yearly progress benchmarks for two consecutive years, the commissioner shall develop a transition plan for the purpose of planning the school's or LEA's return to the jurisdiction of the local board of education. Implementation of this plan shall begin after the school or LEA achieves the required adequate yearly progress benchmarks for three consecutive years. The plan must be fully implemented and the transition must be completed after a school or LEA achieves adequate yearly progress benchmarks for five consecutive years.

(f) Notwithstanding the provisions of any law to the contrary, the commissioner shall have the authority to remove any school or LEA from the jurisdiction of the achievement school district at any time.

(g)(1) Absent other funding, the achievement school district shall use state and local funding identified above to operate a school placed in alternative governance and to implement new initiatives and programs as appropriate. Such state and local funding may be used to implement new initiatives and programs to the extent that any increase in recurring expenditures are funded additionally so as not to create a financial burden on the LEA when the school or LEA is removed from the achievement school district.

(2) To the extent that such state funds are not used to support a school or LEA in the achievement school district, they shall be allocated to a state reserve fund to be distributed to an LEA only upon approval of the commissioner.

(3) To the extent that such local funds are not used to support a school or LEA in the achievement school district, the LEA shall allocate such funds to a special BEP reserve account until the school or LEA is placed back under the jurisdiction of the LEA. It is the legislative intent that such funds be used only for non-recurring purposes.

(h) Any individuals, governmental entities, or nonprofit entities contracting with the commissioner to manage the operation of any school under this section shall provide timely information to the LEA and director of schools regarding its operation of such schools, including, but not limited to, matters relating to employment of personnel at the school as provided for in subsection (d). The LEA may continue to support the educational improvement of the school under the direction and guidance of the commissioner and in accordance with any contracts entered into in accordance with this section. In addition, any individuals, governmental entities, or nonprofit entities contracting with the commissioner may voluntarily work with the LEA in providing to the schools professional development or technical assistance, instructional and administrative support, and facilitating any other support that may be beneficial to academic progress of the school.

(i) Any contracts to manage schools or LEAs that have been placed in the achievement school district shall require expenditure reports for funds received and expended pursuant to such contracts. Such reports shall be provided to the Department of Education and comptroller of the treasury for review.

(j) No state funds, other than funds held within the special reserve account pursuant to subsection (g)(2), shall be expended on schools or LEAs placed in the achievement school district unless specifically appropriated in a General Appropriations Act.

SECTION 10. Tennessee Code Annotated, Section 49-1-302(d)(1) and (2), are amended by deleting those subdivisions in their entirety and by substituting instead the following:

(d)(1) There is hereby created the "teacher evaluation advisory committee". The committee shall consist of fifteen (15) members. The Commissioner of Education, the executive director of the State Board of Education and the chairpersons of the Education Committees of the Senate and the House of Representatives shall be members. One (1) member shall be a K-12 public school teacher appointed by the Speaker of the House of Representatives and one (1) member shall be a K-12 public school teacher appointed by the Speaker of the Senate. The remaining nine (9)

members shall be appointed by the governor and shall consist of three (3) public school teachers, two (2) public school principals, one (1) director of a school district, and three (3) members representing other stake-holders interests; provided, that at least one (1) member of the committee shall be a parent of a currently enrolled public school student. The membership of the committee shall appropriately reflect the racial and geographic diversity of this state. The Commissioner of Education shall serve as the chairperson of the committee. All appointments to the teacher evaluation advisory committee shall be made within thirty (30) days of the effective date of this act.

(2) The committee shall develop and recommend to the board, guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure. This grievance procedure shall provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted pursuant to this subdivision. Following the development of these guidelines and criteria, the board shall adopt guidelines and criteria. The evaluations shall be a factor in employment decisions, including, but not necessarily limited to, promotion, retention, termination, compensation and the attainment of tenure status.

(A) Fifty percent (50%) of the evaluation criteria developed pursuant to this subdivision (2) shall be comprised of student achievement data.

(i) Thirty-five percent (35%) of the evaluation criteria shall be student achievement data based on student growth data as represented by the TVAAS, developed pursuant to Tennessee Code Annotated, Title 49, Chapter 1, Part 6, or some other comparable measure of student growth, if no such TVAAS data is available.

(ii) Fifteen percent (15%) shall be based on other measures of student achievement selected from a list of such measures developed by the teacher evaluation advisory committee and adopted by the board. For each evaluation, the teacher or principal being evaluated shall mutually agree with the person or persons responsible for conducting the evaluation on which such measures are employed. If the teacher or principal being evaluated does not agree with the measures used, the person or persons responsible for conducting the evaluation shall choose the evaluation measures.

(iii) Notwithstanding subdivisions (i) and (ii) above, if a particular teacher's or principal's student growth data, as described in subdivision (i) above, reflects attainment of a specific achievement level, to be recommended by the teacher evaluation advisory committee and adopted by the board, then such student growth data may, at the choice of the individual being evaluated, comprise fifty percent (50%) of their evaluation.

(B) Other mandatory criteria for the evaluations shall include, but not necessarily be limited to, the following:

(i) Review of prior evaluations; and

(ii) Personal conferences to include discussion of strengths, weaknesses and remediation; and

(iii) Relative to teachers only, classroom or position observation followed by written assessment; and

(iv) Relative to principals only, additional criteria pursuant to § 49-2-303(a)(1).

(3) The policies adopted pursuant to subdivision (2) shall be effective no later than July 1, 2011, in order to be implemented prior to the 2011-2012 academic year. Prior to the implementation of these policies, the existing guidelines and criteria for the evaluation of certificated persons employed by LEAs shall continue to be utilized.

(4) The evaluation procedure created by this subsection shall not apply to teachers who are employed under contracts of duration of one hundred twenty (120) days per school year or less or who are not employed full-time.

(5) The committee shall be subject to the governmental entity review law, compiled in Title 4, Chapter 29, and shall terminate on July 1, 2011, unless continued or extended by the general assembly.

SECTION 11. Tennessee Code Annotated, Section 49-2-303(a)(1), is amended by deleting the subdivision in its entirety and by substituting instead the following language:

Each director of schools shall employ principals for the public schools. The employment contract with each principal shall be in writing, shall not exceed the contract term of the current director of schools, and may be renewed. The contract shall specify duties other than those prescribed by statute and shall contain performance standards including the requirement that the principal's annual evaluation be based on student achievement data, with a significant portion, as defined by the guidelines and criteria adopted by the board in accordance with § 49-1-302(d)(2), being student growth data as reflected in teacher effect data and TVAAS data, as such data is developed pursuant to Tennessee Code Annotated, Title 49, Chapter 1, Part 6. Other standards that may be considered in the evaluation shall include, but not be limited to, other benchmarks for student proficiency, graduation rates, ACT scores where applicable and student attendance. The contract shall provide for consequences when the standards are not met. The performance contract may provide for bonuses beyond base salary, if performance standards are met or exceeded. Reasons for the nonrenewal of a contract may include, but are not limited to, inadequate performance as determined by the evaluations. A principal who has tenure as a teacher shall retain all rights of such status, expressly including those specified in § 49-5-510.

SECTION 12. Tennessee Code Annotated, Section 49-3-306(a)(1), is amended by adding the following language at the end of the subdivision:

In the alternative, an LEA may submit to the commissioner its own proposed salary schedule, subject to collective bargaining where applicable. Implementation of such a salary schedule shall be subject to approval by the commissioner and the state board. In no case shall a salary schedule adopted pursuant to this subdivision (1) result in the reduction of the salary of a teacher employed by the LEA at the time of the adoption of the salary schedule. Any additional expenditure incurred as a result of any such salary schedule shall be subject to appropriation by the governing body empowered to appropriate the funds.

SECTION 13. Tennessee Code Annotated, Section 49-5-512, is amended by deleting the existing language in its entirety and by substituting instead the following language:

(a) A tenured teacher, who receives notification of charges pursuant to § 49-5-511, may, within thirty (30) days after receipt of the notice, demand a full and complete hearing on the charges before an impartial hearing officer selected by the board, as follows:

(1) The teacher shall give written notice to the director of schools of the teacher's request for a hearing;

(2) The director of schools shall, within five (5) days after receipt of the request, name an impartial hearing officer who shall be responsible for notifying the parties of the hearing officer's assignment. The hearing officer shall direct the parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of issues and the scheduling of the hearing, which in no event shall be set later than thirty (30) days following receipt of notice demanding a hearing. In the discretion of the hearing officer, all or part of any prehearing conference may be conducted by telephone if each participant has an opportunity to participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered to issue appropriate orders and to regulate the conduct of the proceedings;

(3) For the purposes of this part, "impartial" means that the selected hearing officer shall have no history of employment with the board or director of schools, no relationship with any board member and no relationship with the teacher or representatives of the teacher;

(4) All parties shall have the right to be represented by counsel, the opportunity to call and subpoena witnesses, the opportunity to examine all witnesses, the right to require that all testimony be given under oath and the right to have evidence deemed relevant by the submitting party included in the record of the hearing, even if objected to by the opposing party;

(5) All witnesses shall be entitled to the witness fees and mileage provided by law, which fees and mileage shall be paid by the party issuing a subpoena or calling the witnesses to testify;

(6) The impartial hearing officer shall administer oaths to witnesses, who testify under oath;

(7) A record of the hearing, either by transcript, recording, or as is otherwise agreed by the parties shall be prepared if the decision of the hearing officer is appealed, and all decisions of the hearing officer shall be reduced to writing and included in the record, together with all evidence otherwise submitted;

(8) On request of either party to the hearing, witnesses may be barred from the hearing except as they are called to testify. The hearing may be private at the request of the teacher or in the discretion of the hearing officer; and

(9) At appropriate stages of the hearing, the hearing officer may give the parties the full opportunity to file briefs, proposed findings of fact and conclusions of law, and proposed initial or final orders. The hearing officer shall within ten (10) days of closing the hearing, decide what disposition to make of the case and shall immediately thereafter give the board and the teacher written findings of fact, conclusions of law and a concise and explicit statement of the outcome of the decision.

(b) The director of schools or other school officials shall not be held liable, personally or officially, when performing their duties in prosecuting charges against any teacher or teachers under this part.

(c)(1) If the affected teacher desires to appeal from a decision rendered in whole or in part in favor of the school system, the teacher shall first exhaust the administrative remedy of appealing the decision to the board of education within ten (10) working days of the hearing officer's delivery of the written findings of fact, conclusions and decision to the affected employee.

(2) Upon written notice of appeal, the director of schools shall prepare a copy of the proceedings, transcript, documentary and other evidence presented, and transmit the copy to the board within twenty (20) working days of receipt of notice of appeal.

(3) The board shall hear the appeal on the record and no new evidence shall be introduced. The affected employee may appear in person or by counsel and argue why the decision should be modified or reversed. The board may sustain the decision, send the record back if additional evidence is necessary, revise the penalty or reverse the decision. Before any findings and decision are sustained or punishment inflicted, a majority of the membership of the board shall concur in sustaining the charges and decision. The board shall render its decision on the appeal within ten (10) working days after the conclusion of the hearing.

(4) Any party dissatisfied with the decision rendered by the board shall have the right to appeal to the chancery court in the county where the school system is located within twenty (20) working days after receipt of the dated notice of the decision of the board. It shall be the duty of the board to cause the entire record and other evidence in the case to be transmitted to the court. The review of the court shall be de novo on the record of the hearing held by the hearing officer and reviewed by the board.

(5) The director of schools shall also have the right to appeal any adverse ruling by the hearing officer to the board under the same conditions as set out in this subsection (c).

SECTION 14. The Teacher Professional Development Fund is established, into which only federal monies shall be deposited, for the purposes of improved teaching, pedagogical skills, and classroom instruction.

SECTION 15. The Department of Education shall annually report to the general assembly the amount of Race to the Top funds awarded to each local education agency and achievement school district.

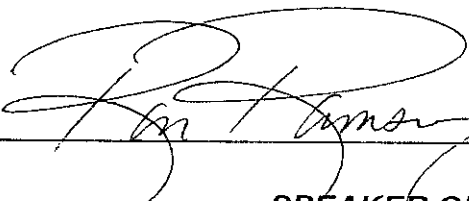
SECTION 16. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act

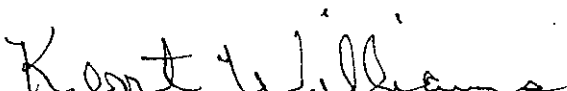
which can be given effect without the invalid provision or application, and to that end the provisions of this act are declared to be severable.

SECTION 17. This act shall take effect upon becoming a law, the public welfare requiring it.


SENATE BILL NO. 5

PASSED: January 15, 2010

  
\_\_\_\_\_  
RON RAMSEY  
SPEAKER OF THE SENATE

  
\_\_\_\_\_  
KENT WILLIAMS, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 16<sup>th</sup> day of January 2010

  
\_\_\_\_\_  
PHIL BREDESEN, GOVERNOR

# **Appendix B**

# COMMON CORE STATE STANDARDS

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FOR

English Language Arts  
&  
Literacy in History/Social Studies,  
Science, and Technical Subjects





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# Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

*June 2, 2010*

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students’ literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4     | 50%      | 50%           |
| 8     | 45%      | 55%           |
| 12    | 30%      | 70%           |

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| Grade | To Persuade | To Explain | To Convey Experience |
|-------|-------------|------------|----------------------|
| 4     | 30%         | 35%        | 35%                  |
| 8     | 35%         | 35%        | 30%                  |
| 12    | 40%         | 40%        | 20%                  |

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.  
<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.  
  
Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.  
  
The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



## How to Read This Document

### Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

### Key Features of the Standards

#### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

#### Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.



STANDARDS FOR

**English Language Arts**

**&**

**Literacy in History/Social Studies,  
Science, and Technical Subjects**

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**K-5**



## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a 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.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, 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.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners:                               |  | Grade 1 students: |  | Grade 2 students: |   |
|---|--|-------------------|--|-------------------|---|
| Key Ideas and Details                         |  |                   |  |                   |   |
| 1.  | With prompting and support, ask and answer questions about key details in a text.  | 1.                | Ask and answer questions about key details in a text.  | 1.                | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.                         |
| 2.  | With prompting and support, retell familiar stories, including key details.  | 2.                | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       | 2.                | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| 3.  | With prompting and support, identify characters, settings, and major events in a story.  | 3.                | Describe characters, settings, and major events in a story, using key details.   | 3.                | Describe how characters in a story respond to major events and challenges.  |
| Craft and Structure                           |  |                   |  |                   |   |
| 4.  | Ask and answer questions about unknown words in a text.  | 4.                | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | 4.                | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| 5.  | Recognize common types of texts (e.g., storybooks, poems).   | 5.                | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5.                | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| 6.  | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   | 6.                | Identify who is telling the story at various points in a text.   | 6.                | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |
| Integration of Knowledge and Ideas            |  |                   |  |                   |   |
| 7.  | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7.                | Use illustrations and details in a story to describe its characters, setting, or events.   | 7.                | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| 8.  | (Not applicable to literature)   | 8.                | (Not applicable to literature)   | 8.                | (Not applicable to literature)  |
| 9.  | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | 9.                | Compare and contrast the adventures and experiences of characters in stories.  | 9.                | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.   |
| Range of Reading and Level of Text Complexity |  |                   |  |                   |   |
| 10.   | Actively engage in group reading activities with purpose and understanding.  | 10.               | With prompting and support, read prose and poetry of appropriate complexity for grade 1.   | 10.               | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

## Reading Standards for Literature K-5

| Grade 3 students:                             |   | Grade 4 students: |  | Grade 5 students: |   |
|---|---|-------------------|--|-------------------|---|
| Key Ideas and Details                         |   |                   |  |                   |   |
| 1.  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | 1.                | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | 1.                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| 2.  | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.    | 2.                | Determine a theme of a story, drama, or poem from details in the text; summarize the text.   | 2.                | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 3.  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   | 3.                | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).   | 3.                | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |
| Craft and Structure                           |   |                   |  |                   |   |
| 4.  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   | 4.                | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).   | 4.                | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   |
| 5.  | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5.                | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5.                | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| 6.  | Distinguish their own point of view from that of the narrator or those of the characters.   | 6.                | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   | 6.                | Describe how a narrator’s or speaker’s point of view influences how events are described.   |
| Integration of Knowledge and Ideas            |   |                   |  |                   |   |
| 7.  | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                   | 7.                | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.   | 7.                | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| 8.  | (Not applicable to literature)  | 8.                | (Not applicable to literature)   | 8.                | (Not applicable to literature)  |
| 9.  | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                                   | 9.                | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  | 9.                | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |
| Range of Reading and Level of Text Complexity |   |                   |  |                   |   |
| 10.   | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.             | 10.               | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.   | 10.               | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                             |

Reading Standards for Informational Text K-5

RI

| Kindergartners:  | Grade 1 students:   | Grade 2 students:  |
|--|---|--|
| Key Ideas and Details  |   |  |
| 1. With prompting and support, ask and answer questions about key details in a text.   | 1. Ask and answer questions about key details in a text.  | 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.   |
| 2. With prompting and support, identify the main topic and retell key details of a text.   | 2. Identify the main topic and retell key details of a text.  | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.   |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |
| Craft and Structure  |   |  |
| 4. With prompting and support, ask and answer questions about unknown words in a text.   | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .   |
| 5. Identify the front cover, back cover, and title page of a book.   | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |
| Integration of Knowledge and Ideas   |   |  |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas.   | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   |
| 8. With prompting and support, identify the reasons an author gives to support points in a text.   | 8. Identify the reasons an author gives to support points in a text.  | 8. Describe how reasons support specific points the author makes in a text.  |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  | 9. Compare and contrast the most important points presented by two texts on the same topic.  |
| Range of Reading and Level of Text Complexity  |   |  |
| 10. Actively engage in group reading activities with purpose and understanding.  | 10. With prompting and support, read informational texts appropriately complex for grade 1.   | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

## Reading Standards for Informational Text K-5

| Grade 3 students:   | Grade 4 students:   | Grade 5 students:   |
|---|---|---|
| <b>Key Ideas and Details</b>  |   |   |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  |
| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.             | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.   | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                          |
| <b>Craft and Structure</b>  |   |   |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .   | 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .  | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .   |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.   |
| 6. Distinguish their own point of view from that of the author of a text.   | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   |
| <b>Integration of Knowledge and Ideas</b>   |   |   |
| 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                                 | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  | 8. Explain how an author uses reasons and evidence to support particular points in a text.  | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.   | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   |
| <b>Range of Reading and Level of Text Complexity</b>  |   |   |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                            | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |

## Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Note:** *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

| Kindergartners:   | Grade 1 students:   |
|---|---|
| <b>Print Concepts</b>   |   |
| <ol style="list-style-type: none"><li>1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none"><li>a. Follow words from left to right, top to bottom, and page by page.</li><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>c. Understand that words are separated by spaces in print.</li><li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li></ol></li></ol>   | <ol style="list-style-type: none"><li>1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none"><li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ol></li></ol>   |
| <b>Phonological Awareness</b>   |   |
| <ol style="list-style-type: none"><li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none"><li>a. Recognize and produce rhyming words.</li><li>b. Count, pronounce, blend, and segment syllables in spoken words.</li><li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</li><li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ol></li></ol> | <ol style="list-style-type: none"><li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none"><li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li></ol></li></ol> |

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

# Reading Standards: Foundational Skills (K-5)

RF

*Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

| Kindergartners:  | Grade 1 students:   | Grade 2 students:  |
|--|---|--|
| Phonics and Word Recognition   |   |  |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> |
| Fluency  |   |  |
| <p>4. Read emergent-reader texts with purpose and understanding.</p>   | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>   | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>  |

Reading Standards: Foundational Skills (K-5)

RF

| Grade 3 students:  | Grade 4 students:   | Grade 5 students:   |
|--|---|---|
| Phonics and Word Recognition   |   |   |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>   | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>  | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>  |
| Fluency  |   |   |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |



## College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

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.

### Production and Distribution of Writing

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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 audiences.

### Note on range and content of student writing

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Writing Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Kindergartners:  | Grade 1 students:  | Grade 2 students:  |
|--|--|--|
| <b>Text Types and Purposes</b>   |  |  |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ). | 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         | 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section. |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.   | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   | 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  | 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  |
| <b>Production and Distribution of Writing</b>  |  |  |
| 4. (Begins in grade 3)   | 4. (Begins in grade 3)   | 4. (Begins in grade 3)   |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.   | 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
| <b>Research to Build and Present Knowledge</b>   |  |  |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).   | 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).   | 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  | 8. Recall information from experiences or gather information from provided sources to answer a question.   |
| 9. (Begins in grade 4)   | 9. (Begins in grade 4)   | 9. (Begins in grade 4)   |
| <b>Range of Writing</b>  |  |  |
| 10. (Begins in grade 3)  | 10. (Begins in grade 3)  | 10. (Begins in grade 3)  |

## Writing Standards K-5

| Grade 3 students:  | Grade 4 students:  | Grade 5 students:  |
|--|--|--|
| Text Types and Purposes  |  |  |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>  | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>  | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>   |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>                        | <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>  | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>  |

## Writing Standards K-5

| Grade 3 students:   | Grade 4 students:  | Grade 5 students:   |
|---|--|---|
| <b>Production and Distribution of Writing</b>   |  |   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                            | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.) | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29.)  | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)  |
| 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  |
| <b>Research to Build and Present Knowledge</b>  |  |   |
| 7. Conduct short research projects that build knowledge about a topic.  | 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.   | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.   |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.   | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.   |
| 9. (Begins in grade 4)  | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").<br>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").<br>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| <b>Range of Writing</b>   |  |   |
| 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 discipline-specific tasks, purposes, and audiences.                               | 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 discipline-specific tasks, purposes, and audiences.  | 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 discipline-specific tasks, purposes, and audiences.   |

## College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

# Speaking and Listening Standards K-5

SL

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners:  | Grade 1 students:   | Grade 2 students:   |
|--|---|---|
| Comprehension and Collaboration  |   |   |
| 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges. | 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  | 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  | 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   | 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  | 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  |
| Presentation of Knowledge and Ideas  |   |   |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  | 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  | 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  | 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   | 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly.  | 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)  | 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)  |

## Speaking and Listening Standards K-5

| Grade 3 students:  | Grade 4 students:   | Grade 5 students:   |
|--|---|---|
| <b>Comprehension and Collaboration</b>   |   |   |
| <ol style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol> </li> <li>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ol> | <ol style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> </li> <li>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>Identify the reasons and evidence a speaker provides to support particular points.</li> </ol> | <ol style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> </li> <li>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ol> |
| <b>Presentation of Knowledge and Ideas</b>   |   |   |
| <ol style="list-style-type: none"> <li>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</li> </ol>   | <ol style="list-style-type: none"> <li>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</li> </ol>  | <ol style="list-style-type: none"> <li>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</li> </ol>  |



## College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*



## Language Standards K-5

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The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

| Kindergartners:  | Grade 1 students:   | Grade 2 students:   |
|--|---|---|
| Conventions of Standard English  |   |   |
| <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Print many upper- and lowercase letters.</li><li>b. Use frequently occurring nouns and verbs.</li><li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li><li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li><li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li><li>f. Produce and expand complete sentences in shared language activities.</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Print all upper- and lowercase letters.</li><li>b. Use common, proper, and possessive nouns.</li><li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li><li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li><li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li><li>f. Use frequently occurring adjectives.</li><li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li><li>h. Use determiners (e.g., articles, demonstratives).</li><li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li><li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Use collective nouns (e.g., <i>group</i>).</li><li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li><li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li><li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li><li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li></ol></li></ol> |
| <ol style="list-style-type: none"><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li><li>b. Recognize and name end punctuation.</li><li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ol></li></ol>  | <ol style="list-style-type: none"><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Capitalize dates and names of people.</li><li>b. Use end punctuation for sentences.</li><li>c. Use commas in dates and to separate single words in a series.</li><li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ol></li></ol>   | <ol style="list-style-type: none"><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters.</li><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li><li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ol></li></ol>  |

## Language Standards K-5

| Kindergartners:   | Grade 1 students:  | Grade 2 students:   |
|---|--|---|
| <b>Knowledge of Language</b>  |  |   |
| 3. (Begins in grade 2)  | 3. (Begins in grade 2)   | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English.  |
| <b>Vocabulary Acquisition and Use</b>   |  |   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).<br>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.  | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Use frequently occurring affixes as a clue to the meaning of a word.<br>c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).  | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings.<br>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).<br>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings. | 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).<br>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).<br>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings. | 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).<br>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).   |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).   | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).  |

## Language Standards K-5

| Grade 3 students:  | Grade 4 students:   | Grade 5 students:   |
|--|---|---|
| <b>Conventions of Standard English</b>   |   |   |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>   |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>   | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>  | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> |

## Language Standards K-5

| Grade 3 students:  | Grade 4 students:   | Grade 5 students:  |
|--|---|--|
| <b>Knowledge of Language</b>   |   |  |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.*</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> </ol>  | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.*</li> <li>Choose punctuation for effect.*</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>   | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>   |
| <b>Vocabulary Acquisition and Use</b>  |   |  |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> |
| <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</li> </ol>   | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>  | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>   |
| <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>  | <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>  | <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>  |

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard   | Grade(s) |   |   |   |   |   |      |       |
|--|----------|---|---|---|---|---|------|-------|
|  | 3        | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| <b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.   |          |   |   |   |   |   |      |       |
| <b>L.3.3a.</b> Choose words and phrases for effect.  |          |   |   |   |   |   |      |       |
| <b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |          |   |   |   |   |   |      |       |
| <b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).  |          |   |   |   |   |   |      |       |
| <b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*  |          |   |   |   |   |   |      |       |
| <b>L.4.3b.</b> Choose punctuation for effect.  |          |   |   |   |   |   |      |       |
| <b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.   |          |   |   |   |   |   |      |       |
| <b>L.5.2a.</b> Use punctuation to separate items in a series.†   |          |   |   |   |   |   |      |       |
| <b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.  |          |   |   |   |   |   |      |       |
| <b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  |          |   |   |   |   |   |      |       |
| <b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |          |   |   |   |   |   |      |       |
| <b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   |          |   |   |   |   |   |      |       |
| <b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.‡   |          |   |   |   |   |   |      |       |
| <b>L.6.3b.</b> Maintain consistency in style and tone.   |          |   |   |   |   |   |      |       |
| <b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |          |   |   |   |   |   |      |       |
| <b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |          |   |   |   |   |   |      |       |
| <b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.  |          |   |   |   |   |   |      |       |
| <b>L.9–10.1a.</b> Use parallel structure.  |          |   |   |   |   |   |      |       |

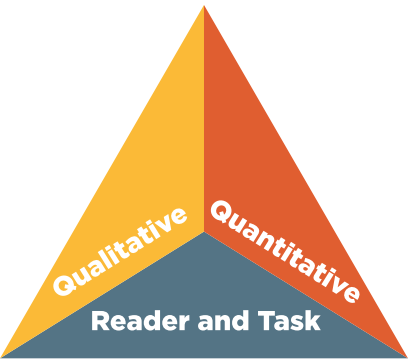
\*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature  |  |  | Informational Text   |
|---|--|--|--|
| Stories   | Dramas   | Poetry   | Literary Nonfiction and Historical, Scientific, and Technical Texts  |
| Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

\* Read-aloud  
\*\* Read-along

## Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

|            | Literature: Stories, Drama, Poetry  | Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts   |
|------------|---|--|
| <b>K*</b>  | <ul style="list-style-type: none"> <li>▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)*</li> <li>▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li>▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li>▪ <i>A Story, A Story</i> by Gail E. Haley (1970)*</li> <li>▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> </ul>          | <ul style="list-style-type: none"> <li>▪ <i>My Five Senses</i> by Alikei (1962)**</li> <li>▪ <i>Truck</i> by Donald Crews (1980)</li> <li>▪ <i>I Read Signs</i> by Tana Hoban (1987)</li> <li>▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)*</li> <li>▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*</li> </ul>  |
| <b>1*</b>  | <ul style="list-style-type: none"> <li>▪ "Mix a Pancake" by Christina G. Rossetti (1893)**</li> <li>▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)*</li> <li>▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</li> <li>▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li>▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006)</li> </ul>    | <ul style="list-style-type: none"> <li>▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</li> <li>▪ <i>Starfish</i> by Edith Thacher Hurd (1962)</li> <li>▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)**</li> <li>▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</li> <li>▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*</li> </ul> |
| <b>2-3</b> | <ul style="list-style-type: none"> <li>▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893)</li> <li>▪ <i>Charlotte's Web</i> by E. B. White (1952)*</li> <li>▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985)</li> <li>▪ <i>Tops and Bottoms</i> by Janet Stevens (1995)</li> <li>▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)</li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>A Medieval Feast</i> by Alikei (1983)</li> <li>▪ <i>From Seed to Plant</i> by Gail Gibbons (1991)</li> <li>▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)*</li> <li>▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)</li> <li>▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)</li> </ul>   |
| <b>4-5</b> | <ul style="list-style-type: none"> <li>▪ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888)</li> <li>▪ <i>The Black Stallion</i> by Walter Farley (1941)</li> <li>▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984)</li> <li>▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul>              | <ul style="list-style-type: none"> <li>▪ <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>▪ <i>A History of US</i> by Joy Hakim (2005)</li> <li>▪ <i>Horses</i> by Seymour Simon (2006)</li> <li>▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>                    |

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.



## Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

| Exemplar Texts on a Topic Across Grades  | K  | 1  | 2-3   | 4-5   |
|--|--|--|---|---|
| <b>The Human Body</b><br><br>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade. | <b>The five senses and associated body parts</b> <ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Aliki (1989)</li> <li>• <i>Hearing</i> by Maria Rius (1985)</li> <li>• <i>Sight</i> by Maria Rius (1985)</li> <li>• <i>Smell</i> by Maria Rius (1985)</li> <li>• <i>Taste</i> by Maria Rius (1985)</li> <li>• <i>Touch</i> by Maria Rius (1985)</li> </ul> <b>Taking care of your body: Overview (hygiene, diet, exercise, rest)</b> <ul style="list-style-type: none"> <li>• <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>• <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>• <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>• <i>Sleep</i> by Paul Showers (1997)</li> <li>• <i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul> | <b>Introduction to the systems of the human body and associated body parts</b> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Joan Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gallimard Jeunesse (2007)</li> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)</li> </ul> <b>Taking care of your body: Germs, diseases, and preventing illness</b> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul> | <b>Digestive and excretory systems</b> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <b>Taking care of your body: Healthy eating and nutrition</b> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <b>Muscular, skeletal, and nervous systems</b> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul> | <b>Circulatory system</b> <ul style="list-style-type: none"> <li>• <i>The Heart</i> by Seymour Simon (2006)</li> <li>• <i>The Heart and Circulation</i> by Carol Ballard (2005)</li> <li>• <i>The Circulatory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Amazing Circulatory System</i> by John Burstein (2009)</li> </ul> <b>Respiratory system</b> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul> <b>Endocrine system</b> <ul style="list-style-type: none"> <li>• <i>The Endocrine System</i> by Rebecca Olien (2006)</li> <li>• <i>The Exciting Endocrine System</i> by John Burstein (2009)</li> </ul> |





STANDARDS FOR

# English Language Arts

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6-12

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a 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.

### Integration of Knowledge and Ideas

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.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

# Reading Standards for Literature 6-12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students:  | Grade 7 students:  | Grade 8 students:  |
|--|--|--|
| Key Ideas and Details  |  |  |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.              | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                         |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   | 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  |
| Craft and Structure  |  |  |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 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, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text.  | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  |

Reading Standards for Literature 6-12

RL

| Grade 6 students:  | Grade 7 students:  | Grade 8 students:   |
|--|--|---|
| Integration of Knowledge and Ideas   |  |   |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.                                   |
| 8. (Not applicable to literature)  | 8. (Not applicable to literature)  | 8. (Not applicable to literature)   |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   | 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  | 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| Range of Reading and Level of Text Complexity  |  |   |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                              | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.  |

## Reading Standards for Literature 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9-10 students:  | Grades 11-12 students:  |
|--|---|
| <b>Key Ideas and Details</b>   |   |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| 2. Determine a theme or central idea of a text and analyze in detail 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.  | 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  |
| 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   | 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
| <b>Craft and Structure</b>   |   |
| 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  | 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  |
| 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.   | 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  |
| 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.  | 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  |
| <b>Integration of Knowledge and Ideas</b>  |   |
| 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).   | 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)   |
| 8. (Not applicable to literature)  | 8. (Not applicable to literature)   |
| 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).   | 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  |
| <b>Range of Reading and Level of Text Complexity</b>   |   |
| 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. | 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

## Reading Standards for Informational Text 6-12

| Grade 6 students:   | Grade 7 students:  | Grade 8 students:  |
|---|--|--|
| <b>Key Ideas and Details</b>  |  |  |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.              | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |
| 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                             | 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |
| <b>Craft and Structure</b>  |  |  |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.       | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                   | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.   | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |
| <b>Integration of Knowledge and Ideas</b>   |  |  |
| 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.    | 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                      | 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  |
| 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                                  | 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.              | 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.   |
| <b>Range of Reading and Level of Text Complexity</b>  |  |  |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                            | 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.   |

## Reading Standards for Informational Text 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students:  | Grades 11–12 students:  |
|--|---|
| <b>Key Ideas and Details</b>   |   |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| 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.   | 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.   |
| 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.  | 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  |
| <b>Craft and Structure</b>   |   |
| 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 (e.g., how the language of a court opinion differs from that of a newspaper).  | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 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 (e.g., a section or chapter).   | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.   |
| 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  | 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  |
| <b>Integration of Knowledge and Ideas</b>  |   |
| 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.   | 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| 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.  | 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).           |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.   | 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.                       |
| <b>Range of Reading and Level of Text Complexity</b>   |   |
| 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br><br>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br><br>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

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.

### Production and Distribution of Writing

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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*



## Writing Standards 6-12

W

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Grade 6 students:   | Grade 7 students:  | Grade 8 students:  |
|---|--|--|
| Text Types and Purposes   |  |  |
| <ol style="list-style-type: none"><li>Write arguments to support claims with clear reasons and relevant evidence.<ol style="list-style-type: none"><li>Introduce claim(s) and organize the reasons and evidence clearly.</li><li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from the argument presented.</li></ol></li></ol>   | <ol style="list-style-type: none"><li>Write arguments to support claims with clear reasons and relevant evidence.<ol style="list-style-type: none"><li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol></li></ol>   | <ol style="list-style-type: none"><li>Write arguments to support claims with clear reasons and relevant evidence.<ol style="list-style-type: none"><li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol></li></ol>  |
| <ol style="list-style-type: none"><li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from the information or explanation presented.</li></ol></li></ol> | <ol style="list-style-type: none"><li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ol></li></ol> | <ol style="list-style-type: none"><li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ol></li></ol> |

## Writing Standards 6-12

| Grade 6 students:  | Grade 7 students:   | Grade 8 students:   |
|--|---|---|
| <b>Text Types and Purposes (continued)</b>   |   |   |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> |
| <b>Production and Distribution of Writing</b>  |   |   |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 53.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>  | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 53.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>   | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 53.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>   |

## Writing Standards 6-12

| Grade 6 students:  | Grade 7 students:  | Grade 8 students:  |
|--|--|--|
| <b>Research to Build and Present Knowledge</b>   |  |  |
| 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   | 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   | 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   |
| 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.   | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul> | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul> | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul> |
| <b>Range of Writing</b>  |  |  |
| 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 discipline-specific tasks, purposes, and audiences.  | 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 discipline-specific tasks, purposes, and audiences.  | 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 discipline-specific tasks, purposes, and audiences.  |

Writing Standards 6-12

W

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students:  | Grades 11–12 students:  |
|--|---|
| Text Types and Purposes  |   |
| <div>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</div> <div><div>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</div><div>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div> <div><div>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</div><div><div>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</div><div>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</div><div>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</div><div>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</div></div></div> <tr><td><div>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</div><div><div>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</div><div>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div><div><div>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</div><div><div>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</div><div>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</div><div>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</div><div>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</div></div></div></td></tr> | <div>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</div> <div><div>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</div><div>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div> <div><div>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</div><div><div>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</div><div>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</div><div>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</div><div>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</div></div></div> |
| <div>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</div> <div><div>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</div><div>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div> <div><div>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</div><div><div>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</div><div>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</div><div>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</div><div>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</div></div></div>  |   |

## Writing Standards 6-12

### Grades 9–10 students:

### Grades 11–12 students:

#### Text Types and Purposes (continued)

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|--|--|
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |
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#### Production and Distribution of Writing

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|---|--|
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>  | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>   |
| <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p> | <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)</p> |
| <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>  | <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>   |

#### Research to Build and Present Knowledge

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| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  | <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>   |
| <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> | <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

# Writing Standards 6-12

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## Grades 9-10 students:

## Grades 11-12 students:

### Research to Build and Present Knowledge (continued)

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|---|---|
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> |
|---|---|

### Range of Writing

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|--|--|
| <p>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 audiences.</p> | <p>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 audiences.</p> |
|--|--|

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

## Speaking and Listening Standards 6-12

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students:   | Grade 7 students:   | Grade 8 students:   |
|---|---|---|
| <b>Comprehension and Collaboration</b>  |   |   |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> |
| <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>  | <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>  | <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>  |
| <p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>  | <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>  | <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>   |
| <b>Presentation of Knowledge and Ideas</b>  |   |   |
| <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>   | <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>   | <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>  |
| <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>   | <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>   | <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>   |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</p>  | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)</p>  | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)</p>  |



Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students:   | Grades 11–12 students:   |
|---|--|
| Comprehension and Collaboration   |  |
| <div>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.<div>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</div><div>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</div><div>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</div><div>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</div></div> <div>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</div> <div>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</div> | <div>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.<div>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</div><div>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</div><div>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</div><div>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</div></div> <div>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</div> <div>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</div> |
| Presentation of Knowledge and Ideas   |  |
| <div>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</div> <div>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</div> <div>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</div>  | <div>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</div> <div>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</div> <div>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</div>  |

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Note on range and content of student language use

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards 6-12

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

| Grade 6 students:  | Grade 7 students:  | Grade 8 students:   |
|--|--|---|
| <b>Conventions of Standard English</b>   |  |   |
| <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*.</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol> </li> </ol> |
| <b>Knowledge of Language</b>   |  |   |
| <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ol style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ol style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ol style="list-style-type: none"> <li>a. Use verbs in the active and passive voice 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).</li> </ol> </li> </ol>   |

## Language Standards 6-12

| Grade 6 students:   | Grade 7 students:   | Grade 8 students:  |
|---|---|--|
| <b>Vocabulary Acquisition and Use</b>   |   |  |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul>   | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ul>   | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>   |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  | <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  | <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   |

## Language Standards 6-12

L

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students:  | Grades 11–12 students:   |
|--|--|
| <b>Conventions of Standard English</b>   |  |
| <ol style="list-style-type: none"><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>Use parallel structure.*</li><li>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.</li></ol></li><li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>Use a colon to introduce a list or quotation.</li><li>Spell correctly.</li></ol></li></ol> | <ol style="list-style-type: none"><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li></ol></li><li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>Observe hyphenation conventions.</li><li>Spell correctly.</li></ol></li></ol> |
| <b>Knowledge of Language</b>   |  |
| <ol style="list-style-type: none"><li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<ol style="list-style-type: none"><li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li></ol></li></ol>  | <ol style="list-style-type: none"><li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<ol style="list-style-type: none"><li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li></ol></li></ol>  |

## Language Standards 6-12

L

### Grades 9-10 students:

### Grades 11-12 students:

#### Vocabulary Acquisition and Use

- |  |   |
|--|---|
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li><li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li></ul> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li><li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li></ul> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul>   | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul>   |
| <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  | <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   |

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard   | Grade(s) |   |   |   |   |   |      |       |
|--|----------|---|---|---|---|---|------|-------|
|  | 3        | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| <b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.   |          |   |   |   |   |   |      |       |
| <b>L.3.3a.</b> Choose words and phrases for effect.  |          |   |   |   |   |   |      |       |
| <b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |          |   |   |   |   |   |      |       |
| <b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).  |          |   |   |   |   |   |      |       |
| <b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*  |          |   |   |   |   |   |      |       |
| <b>L.4.3b.</b> Choose punctuation for effect.  |          |   |   |   |   |   |      |       |
| <b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.   |          |   |   |   |   |   |      |       |
| <b>L.5.2a.</b> Use punctuation to separate items in a series.†   |          |   |   |   |   |   |      |       |
| <b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.  |          |   |   |   |   |   |      |       |
| <b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  |          |   |   |   |   |   |      |       |
| <b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |          |   |   |   |   |   |      |       |
| <b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   |          |   |   |   |   |   |      |       |
| <b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.‡   |          |   |   |   |   |   |      |       |
| <b>L.6.3b.</b> Maintain consistency in style and tone.   |          |   |   |   |   |   |      |       |
| <b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |          |   |   |   |   |   |      |       |
| <b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |          |   |   |   |   |   |      |       |
| <b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.  |          |   |   |   |   |   |      |       |
| <b>L.9–10.1a.</b> Use parallel structure.  |          |   |   |   |   |   |      |       |

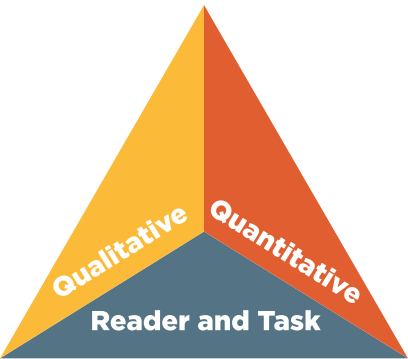
\* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

## Standard 10: Range, Quality, and Complexity of Student Reading 6-12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature  |  |   | Informational Text   |
|---|--|---|--|
| Stories   | Drama  | Poetry  | Literary Nonfiction  |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |



## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

|               | Literature: Stories, Dramas, Poetry   | Informational Texts: Literary Nonfiction   |
|---------------|---|--|
| <b>6-8</b>    | <ul style="list-style-type: none"> <li>▪ <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>▪ “The Road Not Taken” by Robert Frost (1915)</li> <li>▪ <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>▪ <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ “Letter on Thomas Jefferson” by John Adams (1776)</li> <li>▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li>▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</li> <li>▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li> <li>▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li> </ul> |
| <b>9-10</b>   | <ul style="list-style-type: none"> <li>▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592)</li> <li>▪ “Ozymandias” by Percy Bysshe Shelley (1817)</li> <li>▪ “The Raven” by Edgar Allan Poe (1845)</li> <li>▪ “The Gift of the Magi” by O. Henry (1906)</li> <li>▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939)</li> <li>▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953)</li> <li>▪ <i>The Killer Angels</i> by Michael Shaara (1975)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775)</li> <li>▪ “Farewell Address” by George Washington (1796)</li> <li>▪ “Gettysburg Address” by Abraham Lincoln (1863)</li> <li>▪ “State of the Union Address” by Franklin Delano Roosevelt (1941)</li> <li>▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)</li> <li>▪ “Hope, Despair and Memory” by Elie Wiesel (1997)</li> </ul>  |
| <b>11-CCR</b> | <ul style="list-style-type: none"> <li>▪ “Ode on a Grecian Urn” by John Keats (1820)</li> <li>▪ <i>Jane Eyre</i> by Charlotte Brontë (1848)</li> <li>▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890)</li> <li>▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)</li> <li>▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937)</li> <li>▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959)</li> <li>▪ <i>The Namesake</i> by Jhumpa Lahiri (2003)</li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>Common Sense</i> by Thomas Paine (1776)</li> <li>▪ <i>Walden</i> by Henry David Thoreau (1854)</li> <li>▪ “Society and Solitude” by Ralph Waldo Emerson (1857)</li> <li>▪ “The Fallacy of Success” by G. K. Chesterton (1909)</li> <li>▪ <i>Black Boy</i> by Richard Wright (1945)</li> <li>▪ “Politics and the English Language” by George Orwell (1946)</li> <li>▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)</li> </ul>                          |

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



STANDARDS FOR

**Literacy in  
History/Social Studies,  
Science, and Technical Subjects**

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**6-12**

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

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.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a 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.

### Integration of Knowledge and Ideas

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.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

## Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students:   | Grades 9–10 students:   | Grades 11–12 students:   |
|--|---|--|
| <b>Key Ideas and Details</b>   |   |  |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources.  | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       | 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.   |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.   | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.         | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  |
| 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  | 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| <b>Craft and Structure</b>   |   |  |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                  | 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.         | 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).   | 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   | 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                    | 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.   |
| <b>Integration of Knowledge and Ideas</b>  |   |  |
| 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                             | 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  |
| 8. Distinguish among fact, opinion, and reasoned judgment in a text.   | 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.   | 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.  |
| 9. Analyze the relationship between a primary and secondary source on the same topic.  | 9. Compare and contrast treatments of the same topic in several primary and secondary sources.  | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| <b>Range of Reading and Level of Text Complexity</b>   |   |  |
| 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.                     | 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.                                | 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.   |

## Reading Standards for Literacy in Science and Technical Subjects 6-12

| Grades 6-8 students:  | Grades 9-10 students:   | Grades 11-12 students:   |
|---|---|--|
| <b>Key Ideas and Details</b>  |   |  |
| 1. Cite specific textual evidence to support analysis of science and technical texts.   | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.                  |
| 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   | 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.                                   | 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                   |
| 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.                          | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| <b>Craft and Structure</b>  |   |  |
| 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> . | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .                | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .  |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  | 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i> ).                            | 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.   |
| 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.  | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.                               |
| <b>Integration of Knowledge and Ideas</b>   |   |  |
| 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).              | 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.               |
| 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  | 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.  | 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.   |
| 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.  | 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.                       | 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| <b>Range of Reading and Level of Text Complexity</b>  |   |  |
| 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.   | 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.   | 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

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.

### Production and Distribution of Writing

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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 audiences.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students:  | Grades 9–10 students:  | Grades 11–12 students:  |
|---|--|---|
| Text Types and Purposes   |  |   |
| <div>1. Write arguments focused on <i>discipline-specific content</i>.<div>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</div><div>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</div><div>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</div><div>d. Establish and maintain a formal style.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div> | <div>1. Write arguments focused on <i>discipline-specific content</i>.<div>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</div><div>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from or supports the argument presented.</div></div> | <div>1. Write arguments focused on <i>discipline-specific content</i>.<div>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</div><div>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</div><div>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</div><div>e. Provide a concluding statement or section that follows from or supports the argument presented.</div></div> |



## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

| Grades 6-8 students:   | Grades 9-10 students:   | Grades 11-12 students:   |
|--|---|--|
| Text Types and Purposes (continued)  |   |  |
| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul> |
| 3. (See note; not applicable as a separate requirement)  | 3. (See note; not applicable as a separate requirement)   | 3. (See note; not applicable as a separate requirement)  |

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

| Grades 6-8 students:   | Grades 9-10 students:  | Grades 11-12 students:   |
|--|--|--|
| <b>Production and Distribution of Writing</b>  |  |  |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.   | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| <b>Research to Build and Present Knowledge</b>   |  |  |
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9. Draw evidence from informational texts to support analysis, reflection, and research.   | 9. Draw evidence from informational texts to support analysis, reflection, and research.   | 9. Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>Range of Writing</b>  |  |  |
| 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

# Appendix C

**MINUTES  
STATE BOARD OF EDUCATION  
JULY 30, 2010**

The State Board of Education met for its regular meeting in the First Floor Conference Room of the Davy Crockett Tower, Nashville, Tennessee, at 8:30 a.m., CDT, on July 30, 2010.

**Present..... 11**

**Absent.....0**

**Mr. Fielding Rolston, Chair**  
**Mr. Jim Ayers**  
**Mr. Flavius Barker**  
**Ms. Vernita Justice**  
**Ms. Carolyn Pearre**  
**Mr. Richard Ray**  
**Dr. Jean Anne Rogers**  
**Ms. Teresa Sloyan**  
**Dr. Melvin Wright**  
**Dr. Richard Rhoda, Ex-Officio**  
**Mr. Dallas “Chip” Woods, Student**

**Chairman Rolston** called the meeting to order and welcomed members of the audience. He then welcomed Dallas “Chip” Woods as the new student member of the Board.

**I. Consent Items**

- A. Adoption of Agenda**
- B. Approval of Minutes from April 16, 2010**

**ACTION:** **Mr. Ray** moved acceptance. **Vice Chair Pearre** seconded. The motion passed unanimously.

**II. Report Items**

**A. Milken Educator Award Winner Recognition**

**Mr. Bruce Opie**, Department of Education, introduced **Mr. Matt Marlatt** from Siegel High School in Murfreesboro winner of the Milken Educator Award for 2010. **Mr. Marlatt** addressed the Board. He thanked the Board and expressed his appreciation to his Rutherford County colleagues and all Tennessee teachers.

**Mr. Ray** asked **Mr. Marlatt** about the one thing he could share that could be used to inform all teachers about his success. **Mr. Marlatt** responded that students learn best when they are able to “discover” rather than “work.”

**Dr. Rogers** commented that her daughter had the pleasure of having **Mr. Marlatt** as a teacher while in school and that his passion for love of learning is contagious. She added her personal congratulations to him.

**B. *Tennessee Council for Career & Technical Education Biennial Report***

**Mr. Thom Smith**, Department of Education, presented this report as required by statute. **Vice Chair Pearre** commented that she was struck by the high graduation percentage of CTE completers and wanted that particular statistic to be recognized.

**III. Action Items (First Reading)**

**A. *Charter School Appeals Policy***

**Mr. Rich Haglund**, State Board of Education, explained that the staff has developed the procedure for handling charter school appeals over the last several years. This item puts those procedures into a policy.

**Mr. Rolston** noted that the staff has done a good job and refined the procedures based on practice.

**ACTION:** **Vice Chair Pearre** moved acceptance on first reading. **Mr. Ray** seconded. The motion passed unanimously.

**B. *Preliminary List of Textbooks for Section 1 (Mathematics)***

This item supports the SBE's *Master Plan* by providing a rigorous, relevant curriculum for all students. The Department on Education recommends acceptance of the list for Section I Mathematics on first reading.

**ACTION:** **Dr. Wright** moved acceptance on first reading. **Ms. Justice** seconded. The motion passed unanimously.

**C. *Curriculum Standards for K-12 Music, 6-12 Theatre, and K-12 Visual Art***

**Ms. Jeanette Crosswhite**, Department of Education, reviewed the standard revision process associated with updating curriculum for music, theater, and the visual arts.

**ACTION:** **Vice Chair Pearre** moved acceptance on first reading. **Ms. Justice** seconded. The motion passed unanimously.

**D. *Marketing Education Curriculum Standards***

**E. *Health Science Education Curriculum Standards***

**F. Business Technology Education Curriculum Standards**

**G. Trade & Industrial Education Curriculum Standards**

**ACTION:** **Mr. Ray** moved acceptance on first reading of these items as a block. **Vice Chair Pearre** seconded. The motion passed unanimously without discussion.

**H. Business Education Teacher Licensure Standards Revision**

**Ms. Kara Burkett**, Department of Education, presented this item and noted these were an update from 2000 and represented the knowledge and skills necessary for licensure in Trade and Industrial areas.

**Vice Chair Pearre** asked about degree requirements for T&I teachers and **Ms. Burkett** responded that a Bachelor of Science degree is a minimal requirement along with a professional license.

**I. Teacher Licensure Standards: English, World Languages, Mathematics, Science, Social Studies, and English as a Second Language**

**Mr. Martin Nash**, Department of Education, presented this item and noted that these standards represent the knowledge and skills necessary to complete a traditional teacher education program. He noted that the revision process was done in a new way and involved the formation of ad hoc committees led by the Department of Education subject area specialists.

**Vice Chair Pearre** asked about the major revisions that had occurred and **Mr. Nash** highlighted the major revisions in each area. These licensure standards, when appropriate, have been informed by the Common Core Standards.

**ACTION:** **Dr. Wright** moved acceptance on first reading. **Vice Chair Pearre** seconded. The motion passed unanimously.

**IV. Action Items (Final Reading)**

**A. Health Science Teacher Licensure Clarification**

**Ms. Sheila Carlton**, Department of Education, presented this item. She noted that this guideline amendment would aid local school districts regarding the type of previous employment is acceptable for a licensed health science teacher.

**ACTION:** **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

**B. *Tennessee Standards for Family School Partnerships***

**Mr. Fuller** reviewed how Senate Bill Number 293 directed the Tennessee Department of Education to develop parental involvement standards. He also stated how the standards were aligned with the National Parent Teacher Association standards.

**ACTION:** **Vice Chair Pearre** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

**C. *Standards for Child Care Centers and School Age Child Care Program Rule Update***

**Mr. Fuller** reviewed how the proposed rule would ensure child care programs were compliant with rules of the Department of Safety as they used vehicles to transport students.

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

**D. *Charter School Appeals - Boys Preparatory Nashville, Drexel Preparatory Academy***

**Mr. Haglund**, State Board of Education, reminded the Board members that this item was discussed during the workshop the day before. **Dr. Gary Nixon**, Executive Director of the State Board of Education, recommended that the Board affirm the decision of the Metropolitan Board of Public Education (MBPE) to deny both charter school applications.

**Mr. Ray** moved to vote separately on each appeal. **Dr. Wright** seconded the motion.

**ACTION:** **Mr. Ray** moved to accept Dr. Nixon's recommendation to affirm MBPE's decision to deny Boys Preparatory Nashville. **Dr. Wright** seconded. The motion passed unanimously.

**ACTION:** **Dr. Wright** moved to remand the decision to the Metropolitan Board of Public Education with instructions to approve the charter contingent upon Drexel addressing, to the satisfaction of the Metropolitan Board of Public Education, the four concerns outlined by the review committee regarding the amended application and sent to Drexel with the June 23, 2010 letter from Mr. Coverstone to Drexel. **Mr. Ray** seconded. The motion passed unanimously by voice vote.

**E. *Praxis Exam Passing Score, Special Education Exam, Policy***

**Mr. Vance Rugaard**, Department of Education, presented this item and discussed how the proposed cut score was 1.0 SEM lower than the recommended.

**Mr. Ray** asked whether this was in the best interest of students – having teachers who were not meeting recommended expectations – and **Mr. Rugaard** responded that setting cut scores requires a balance between finding appropriate level of candidate measurement and having enough employable teacher candidates to meet the numbers necessary for appropriate staffing.

**ACTION:** **Vice Chair Pearre** moved approval. **Dr. Wright** seconded. The motion passed by majority vote with **Mr. Ray** casting a dissenting vote.

**F. *High School Mathematics Course Revisions***

**Dr. Sevier** and **Dr. Scott Eddins**, Department of Education, presented this item and stated that these were updates to current courses with the addition of two new courses designed for high school seniors who either 1) had not met the requisite ACT mathematics subtest score, or 2) did not anticipate a career in a STEM area. These courses were created with alignment to the Common Core Standards in mind.

**Mr. Ray** thanked **Dr. Eddins** for the Department's due diligence in the Bridge Math course.

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

**G. *Basic Education Program Salary Schedule for Licensed Instructional Personnel and State Mandated Minimum Salary Schedule for Superintendents/Directors of Schools for Fiscal Year 2010-2011***

**Mr. Fuller** stated that the minimum salary schedule had not changed from the previous year.

**ACTION:** **Vice Chair Pearre** moved approval. **Mr. Ray** seconded. The motion passed unanimously.

**H. *BEP 2.0 Allocations for Fiscal Year 2010-2011***

**Mr. Fuller** reviewed how the BEP was fully funded at a level of \$82 million in new dollars to cover inflationary costs. The funding for BEP 2.0 was kept at the same level as originally infused into the formula, two years go.

**Chairman Rolston** recognized the importance of maintaining full funding for the BEP in the midst of significant budget shortfalls.

**ACTION:** **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

**I. Common Core Curriculum Standards**

**Mr. Dan Long**, Department of Education, presented this item. These are the Reading/Language Arts standards created in collaboration with the National Governor's Association and the Council of Chief State School Officers. The verbatim adoption of these standards is required for Race to the Top approval.

**Ms. Sloyan** asked about side-by-side analysis with Tennessee standards and **Mr. Long** responded that this process will occur with the 15% of the standards that are optional. She then asked how many states have adopted common core standards. **Mr. Long** responded that 13 states have adopted these standards. **Ms. Sloyan** then asked if he expected science to be added and **Mr. Long** responded that it is anticipated that science will be added in 2012.

**Mr. Ray** stated that he wanted to recognize **Mr. Ralph Barnett**, Department of Education, and CTE for efforts in saying that all children should be on the same course of study.

**ACTION:** **Vice Chair Pearre** moved approval. **Ms. Justice** seconded. The motion passed unanimously.

**J. TCAP Achievement Levels: Standards Setting Process and Implementation**

**Mr. Long** presented this item. **Chairman Rolston** proposed, without objection, breaking the item into two parts; the achievement scores and the implementation process.

**Ms. Sloyan** recognized the 400+ educators that were involved, the third party evaluators, and all the other involved with the process. **Commissioner Tim Webb** expressed his pride and gratitude.

**Chairman Rolston** commented on the 1) legal and psychometric defensibility of the process, 2) the correct alignment to the curriculum, and 3) the appropriateness of the level of rigor of the scores.

**Mr. Woods** expressed his appreciation for the truthfulness of the standards and how these send the correct message to students regarding their achievement.

**ACTION:** **Mr. Ray** moved approval. **Ms. Sloyan** seconded. The motion passed unanimously.

Next, the Board turned its attention to implementation, especially the setting of annual measureable objectives (AMOs). **Mr. Long** outlined the AMO setting process and the three models for discussion presented to the board. USDOE standards transition plan require a resetting



resulting in the formation of new trajectories toward the goal of 100% proficiency as required by the federal NCLB Act.

**ACTION:** **Mr. Ray** that implementation model three be approved. **Ms. Sloyan** asked for reiteration that this resetting was required and **Mr. Long** replied that it was. **Ms. Sloyan** seconded. The motion passed unanimously.

## **V. Teacher Licensure Actions**

### **A. Bronson D. Berry – Suspension, one (1) year**

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

|                         | Yes      | No | Absent |
|-------------------------|----------|----|--------|
| <b>Jim Ayers</b>        | <b>X</b> |    |        |
| <b>Flavius Barker</b>   | <b>X</b> |    |        |
| <b>Vernita Justice</b>  | <b>X</b> |    |        |
| <b>Carolyn Pearre</b>   | <b>X</b> |    |        |
| <b>Dick Ray</b>         | <b>X</b> |    |        |
| <b>Jean Anne Rogers</b> | <b>X</b> |    |        |
| <b>Fielding Rolston</b> | <b>X</b> |    |        |
| <b>Teresa Sloyan</b>    | <b>X</b> |    |        |
| <b>Melvin Wright</b>    | <b>X</b> |    |        |
| <b>Chip Woods</b>       | <b>X</b> |    |        |

The motion passed unanimously.

### **B. Andrew Cooper – Revocation, permanent (automatic)**

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

|                         | Yes      | No | Absent |
|-------------------------|----------|----|--------|
| <b>Jim Ayers</b>        | <b>X</b> |    |        |
| <b>Flavius Barker</b>   | <b>X</b> |    |        |
| <b>Vernita Justice</b>  | <b>X</b> |    |        |
| <b>Carolyn Pearre</b>   | <b>X</b> |    |        |
| <b>Dick Ray</b>         | <b>X</b> |    |        |
| <b>Jean Anne Rogers</b> | <b>X</b> |    |        |
| <b>Fielding Rolston</b> | <b>X</b> |    |        |
| <b>Teresa Sloyan</b>    | <b>X</b> |    |        |
| <b>Melvin Wright</b>    | <b>X</b> |    |        |
| <b>Chip Woods</b>       | <b>X</b> |    |        |

**C. Joseph P. Jones – Revocation, permanent**

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

|                         | Yes      | No | Absent |
|-------------------------|----------|----|--------|
| <b>Jim Ayers</b>        | <b>X</b> |    |        |
| <b>Flavius Barker</b>   | <b>X</b> |    |        |
| <b>Vernita Justice</b>  | <b>X</b> |    |        |
| <b>Carolyn Pearre</b>   | <b>X</b> |    |        |
| <b>Dick Ray</b>         | <b>X</b> |    |        |
| <b>Jean Anne Rogers</b> | <b>X</b> |    |        |
| <b>Fielding Rolston</b> | <b>X</b> |    |        |
| <b>Teresa Sloyan</b>    | <b>X</b> |    |        |
| <b>Melvin Wright</b>    | <b>X</b> |    |        |
| <b>Chip Woods</b>       | <b>X</b> |    |        |

The motion passed unanimously.

**D. John A. Lester – Restoration**

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

|                         | Yes      | No | Absent |
|-------------------------|----------|----|--------|
| <b>Jim Ayers</b>        | <b>X</b> |    |        |
| <b>Flavius Barker</b>   | <b>X</b> |    |        |
| <b>Vernita Justice</b>  | <b>X</b> |    |        |
| <b>Carolyn Pearre</b>   | <b>X</b> |    |        |
| <b>Dick Ray</b>         | <b>X</b> |    |        |
| <b>Jean Anne Rogers</b> | <b>X</b> |    |        |
| <b>Fielding Rolston</b> | <b>X</b> |    |        |
| <b>Teresa Sloyan</b>    | <b>X</b> |    |        |
| <b>Melvin Wright</b>    | <b>X</b> |    |        |
| <b>Chip Woods</b>       | <b>X</b> |    |        |

The motion passed unanimously.

**E. Derek W. Marlow – Revocation, three (3) years**

**ACTION:** **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

|                        | Yes      | No | Absent |
|------------------------|----------|----|--------|
| <b>Jim Ayers</b>       | <b>X</b> |    |        |
| <b>Flavius Barker</b>  | <b>X</b> |    |        |
| <b>Vernita Justice</b> | <b>X</b> |    |        |
| <b>Carolyn Pearre</b>  | <b>X</b> |    |        |

|                  | Yes | No | Absent |
|------------------|-----|----|--------|
| Dick Ray         | X   |    |        |
| Jean Anne Rogers | X   |    |        |
| Fielding Rolston | X   |    |        |
| Teresa Sloyan    | X   |    |        |
| Melvin Wright    | X   |    |        |
| Chip Woods       | X   |    |        |

The motion passed unanimously.

**F. Jonathan M. McClain – Restoration**

**ACTION:** Mr. Ray moved approval. Dr. Wright seconded. A roll call vote was taken as follows:

|                  | Yes | No | Absent |
|------------------|-----|----|--------|
| Jim Ayers        | X   |    |        |
| Flavius Barker   | X   |    |        |
| Vernita Justice  | X   |    |        |
| Carolyn Pearre   | X   |    |        |
| Dick Ray         | X   |    |        |
| Jean Anne Rogers | X   |    |        |
| Fielding Rolston | X   |    |        |
| Teresa Sloyan    | X   |    |        |
| Melvin Wright    | X   |    |        |
| Chip Woods       | X   |    |        |

**G. John M. Upchurch – Restoration**

**ACTION:** Mr. Ray moved approval. Dr. Wright seconded. A roll call vote was taken as follows:

|                  | Yes | No | Absent |
|------------------|-----|----|--------|
| Jim Ayers        | X   |    |        |
| Flavius Barker   | X   |    |        |
| Vernita Justice  | X   |    |        |
| Carolyn Pearre   | X   |    |        |
| Dick Ray         | X   |    |        |
| Jean Anne Rogers | X   |    |        |
| Fielding Rolston | X   |    |        |
| Teresa Sloyan    | X   |    |        |
| Melvin Wright    | X   |    |        |
| Chip Woods       | X   |    |        |

## **VI. Adjournment**

**Chairman Rolston** then thanked the Board members for their thoughtful deliberations and announced that the Board will meet next on October 29 and that the 2011 meetings have been scheduled as follows:

January 28

April 15





August 5

October 28



Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix D





## INSTRUCTION

|   | Significantly Above Expectations (5)   | At Expectations (3)   | Significantly Below Expectations (1)   |
|---|--|---|--|
| <b>Standards and Objectives</b><br><br>           | <ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>State standards are displayed and referenced throughout the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul> | <ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are displayed.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>  | <ul style="list-style-type: none"> <li>Few learning objectives and state content standards are communicated.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>  |
| <b>Motivating Students</b><br><br>                | <ul style="list-style-type: none"> <li>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>   | <ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>  |
| <b>Presenting Instructional Content</b><br><br> | Presentation of content always includes: <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul>   | Presentation of content most of the time includes: <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information.;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> | Presentation of content rarely includes: <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> |
| <b>Lesson Structure and Pacing</b><br><br>      | <ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, end, and time for reflection.</li> <li>Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> <li>Routines for distributing materials are seamless.</li> <li>No instructional time is lost during transitions.</li> </ul>  | <ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are efficient.</li> <li>Little instructional time is lost during transitions.</li> </ul>   | <ul style="list-style-type: none"> <li>The lesson does not start promptly.</li> <li>The lesson has a structure, but may be missing closure or introductory elements.</li> <li>Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are inefficient.</li> <li>Considerable time is lost during transitions.</li> </ul>  |

## INSTRUCTION Continued



|   | Significantly Above Expectations (5)  | At Expectations (3)   | Significantly Below Expectations (1)   |
|---|---|---|--|
| <b>Activities and Materials</b><br><br> | Activities and materials include all of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc).</li> </ul> <ul style="list-style-type: none"> <li>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li> </ul>                               | Activities and materials include most of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student to student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).</li> </ul>  | Activities and materials include few of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student to student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).</li> </ul>                                    |
| <b>Questioning</b><br><br>            | Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are consistently purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are consistently sequenced with attention to the instructional goals.</li> <li>• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is consistently provided.</li> <li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li> <li>• Students generate questions that lead to further inquiry and self-directed learning.</li> </ul> | Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are usually purposeful and coherent.</li> <li>• A moderate frequency of questions asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> <li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li> </ul> | Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> <li>• The teacher mostly calls on volunteers and high-ability students.</li> </ul> |

## INSTRUCTION Continued




|  | Significantly Above Expectations (5)   | At Expectations (3)   | Significantly Below Expectations (1)   |
|--|--|---|--|
| <b>Academic Feedback</b><br><br>               | <ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>   | <ul style="list-style-type: none"> <li>Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback is sometimes given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities to support engagement, and monitor student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>The quality and timeliness of feedback is inconsistent.</li> <li>Feedback is rarely given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>  |
| <b>Grouping Students</b><br><br>               | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>All students in groups know their roles, responsibilities, and group work expectations.</li> <li>All students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency.</li> <li>Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>Most students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency.</li> <li>Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>Few students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.</li> </ul> |
| <b>Teacher Content Knowledge</b><br><br>     | <ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> <li>Limited content is taught in sufficient depth to allow for the development of understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.</li> </ul>  |
| <b>Teacher Knowledge of Students</b><br><br> | <ul style="list-style-type: none"> <li>Teacher practices display understanding of each student's anticipated learning difficulties.</li> <li>Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher practices display understanding of some student anticipated learning difficulties.</li> <li>Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</li> <li>Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>  |







## INSTRUCTION Continued

|   | Significantly Above Expectations (5)  | At Expectations (3)   | Significantly Below Expectations (1)   |
|---|---|---|--|
| <b>Thinking</b><br><br>         | <p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> <li>• analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>• practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>• creative thinking, where students create, design, imagine, and suppose; and</li> <li>• research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives;</li> <li>• analyze problems from multiple perspectives and viewpoints; <u>and</u></li> <li>• monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul> | <p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> <li>• analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>• practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>• creative thinking, where students create, design, imagine, and suppose; and</li> <li>• research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives; and</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul> | <p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives; or</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul>   |
| <b>Problem Solving</b><br><br> | <p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>   | <p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>  | <p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul> |

## PLANNING

|  | Significantly Above Expectations (5)  | At Expectations (3)   | Significantly Below Expectations (1)   |
|--|---|---|--|
| <b>Instructional Plans</b><br><br> | Instructional plans include: <ul style="list-style-type: none"> <li>measurable and explicit goals aligned to state content standards;</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure;</li> </ul> </li> <li>evidence that plan is appropriate for the age, knowledge, and interests of all learners; and</li> <li>evidence that the plan provides regular opportunities to accommodate individual student needs.</li> </ul> | Instructional plans include: <ul style="list-style-type: none"> <li>goals aligned to state content standards;</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge.</li> <li>provide appropriate time for student work, and lesson and unit closure;</li> </ul> </li> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners; and</li> <li>evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul> | Instructional plans include: <ul style="list-style-type: none"> <li>few goals aligned to state content standards;</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are rarely aligned to state standards.</li> <li>are rarely logically sequenced.</li> <li>rarely build on prior student knowledge</li> <li>inconsistently provide time for student work, and lesson and unit closure;</li> </ul> </li> <li>little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and</li> <li>little evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul> |
| <b>Student Work</b><br><br>        | Assignments require students to: <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>   | Assignments require students to: <ul style="list-style-type: none"> <li>interpret information rather than reproduce it;</li> <li>draw conclusions and support them through writing; and</li> <li>connect what they are learning to prior learning and some life experiences.</li> </ul>   | Assignments require students to: <ul style="list-style-type: none"> <li>mostly reproduce information;</li> <li>rarely draw conclusions and support them through writing; and</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>  |
| <b>Assessment</b><br><br>        | Assessment Plans: <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have clear measurement criteria;</li> <li>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);</li> <li>require extended written tasks;</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards; and</li> <li>include descriptions of how assessment results will be used to inform future instruction.</li> </ul>  | Assessment Plans: <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have measurement criteria;</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>require written tasks; and</li> <li>include performance checks throughout the school year.</li> </ul>  | Assessment Plans: <ul style="list-style-type: none"> <li>are rarely aligned with state content standards;</li> <li>have ambiguous measurement criteria;</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>  |

## ENVIRONMENT

|  | Significantly Above Expectations (5)   | At Expectations (3)  | Significantly Below Expectations (1)   |
|--|--|--|--|
| <b>Expectations</b><br><br>              | <ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>  |
| <b>Managing Student Behavior</b><br><br> | <ul style="list-style-type: none"> <li>Students are consistently well-behaved and on task.</li> <li>Teacher and students establish clear rules for learning and behavior.</li> <li>The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly and firmly.</li> </ul> | <ul style="list-style-type: none"> <li>Students are mostly well-behaved and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.</li> <li>The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>Students are not well-behaved and are often off task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul> |
| <b>Environment</b><br><br>              | <p>The classroom:</p> <ul style="list-style-type: none"> <li>welcomes all members and guests.</li> <li>is organized and understandable to all students.</li> <li>supplies, equipment, and resources are easily and readily accessible.</li> <li>displays student work that frequently changes.</li> <li>is arranged to promote individual and group learning.</li> </ul>   | <p>The classroom:</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> <li>supplies, equipment, and resources are accessible.</li> <li>displays student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>  | <p>The classroom:</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>   |
| <b>Respectful Culture</b><br><br>      | <ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher, and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>   |

# **Appendix E**

## Teacher Observation Report Template

Observer \_\_\_\_\_

Announced ☐

Unannounced ☐

Teacher Observed \_\_\_\_\_

Formal (lesson-length) ☐

Informal (15-mins) ☐

School Name \_\_\_\_\_

Observation Number \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Time: \_\_\_\_\_

| Planning                               | Observer Score | Self Score |
|--|----------------|------------|
| Instructional Plans (IP)               |                |            |
| Student Work (SW)                      |                |            |
| Assessment (AS)                        |                |            |
| Environment                            | Observer Score | Self Score |
| Expectations (EX)                      |                |            |
| Managing Student Behavior (MSB)        |                |            |
| Environment (ENV)                      |                |            |
| Respectful Culture (RC)                |                |            |
| Instruction                            | Observer Score | Self Score |
| Standards and Objectives (SO)          |                |            |
| Motivating Students (MS)               |                |            |
| Presenting Instructional Content (PIC) |                |            |
| Lesson Structure and Pacing ((LS)      |                |            |
| Activities and Materials (ACT)         |                |            |
| Questioning (QU)                       |                |            |
| Academic Feedback (FEED)               |                |            |
| Grouping Students (GRP)                |                |            |
| Teacher Content Knowledge (TCK)        |                |            |
| Teacher Knowledge of Students (TKS)    |                |            |
| Thinking (TH)                          |                |            |
| Problem Solving (PS)                   |                |            |

**Reinforcement Objective:**

Indicator: \_\_\_\_\_

Notes:

**Refinement Objective:**

Indicator: \_\_\_\_\_

Notes:

**Observer Reflection on Observation (Optional):**

**Teacher Reflection on Observation (Optional):**

**Adapted from the National Institute for Excellence in Teaching. Do not duplicate without permission.**

Observer Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

# Appendix F

## 20 Things Every Tennessee Teacher Should Know about the PARCC Assessment

PARCC stands for the Partnership for Assessment of Readiness for College and Career. A partnership of 18 states and the District of Columbia, PARCC is developing math and English language arts / literacy assessments in grades 3-11. Beginning in the 2014-15 school year, the PARCC math and English language arts assessments (ELA) will replace the Achievement and End of Course math and ELA assessments as part of the Tennessee Comprehensive Assessment Program (TCAP).

PARCC is still in the design process. Test blueprints have been developed and released and the first round of items has been developed and reviewed by educators in Tennessee. Tennessee, along with other PARCC states, will participate in a field test of these items during spring, 2014. As with the field test for all TCAP assessments, the PARCC field test will help the consortia make final decisions about the design and scoring of the assessments. With Tennessee's strong support, PARCC is committed to creating high quality tests that will be improved over time based on results and feedback from all of the member states.

Based on the design of tests as of October 2013, here are 20 things every Tennessee teacher should know about PARCC:

- 1) **Tennesseans helped build PARCC.** Tennessee is a governing state in PARCC and Tennessee educators from K-12 schools and from institutions of higher education have participated in the design of PARCC and reviewed items for content and for bias and sensitivity. Together with other states, we are building the PARCC assessments.
- 2) **The Tennessee Comprehensive Assessment Program (TCAP) will include the PARCC Assessments in grades 3-11 in Math and English Language Arts / Literacy.** Beginning in the 2014-15 school year, the PARCC assessments will replace the Achievement and End of Course tests for math and English language arts (ELA) as part of the Tennessee Comprehensive Assessment Program (TCAP). We will continue to have Achievement and End of Course exams in science and social studies as part of TCAP.
- 3) **Participating in PARCC will allow Tennesseans to see how our state performs and grows over time in math and English language arts / literacy compared to other PARCC states.** Right now, with each state developing its own tests, there is no way to know how our students' growth and performance compares with our neighbor's performance or pace of growth. Working with other states to develop and administer PARCC will allow us to see how our students' achievement level and pace of growth compares to other PARCC states every year and will allow us to learn from others.
- 4) **The PARCC assessments will be given in two separate windows during the year: a Performance-Based Assessment Component in February or March and an End of Year Assessment Component in April.** There will be a block schedule administration available for both the Performance-Based Assessment and the End of Year Assessment (which will be called the End of Course Component in high school) in the fall and winter. Unlike the Achievement and End of Course math and reading assessments, not all of the testing will happen at the end of the course or year.
- 5) **Students' final scores will reflect their performance on both the Performance Based Assessment and the End of Year Assessment.** The Performance Based Assessment will include all of the questions that students have to perform a task not just pick an answer – for example, write an essay or create a model. The Performance Based Assessment has three parts ELA/Literacy and two parts math. The End of Year Assessment has two parts math, two parts ELA/Literacy. The final student score will be based on performance across all the components (students will not get a different score for each component).

*This list represents the best information about the PARCC assessment as of October 2013. As is true of any assessment design process, there may be changes to the PARCC design informed by ongoing feedback and the field test.*



- 6) **Sixty percent of the PARCC ELA / literacy assessment will involve writing.** Unlike previous assessments that chiefly assess ELA through multiple choice questions, writing will be a key element of PARCC. You can learn about the three writing task types in more detail and see sample items [here](#).
- 7) **More than 60 percent of the math questions will focus on the math standards that have been identified as the “major work of the grade” (as outlined in the PARCC Model Content Frameworks – see [here](#)).** Unlike the Achievement and End of Course math assessments, with small number of items on every State Performance Indicator (SPI), there will be more questions on certain standards on the PARCC math assessment. Students who do well with the major work of the grade in math will do well on PARCC.
- 8) **The PARCC math and ELA / literacy assessments will include many different types of questions.** There will be questions that ask students to do something – these are typically called constructed response questions. All constructed response questions will part of the the Performance Based Assessment window to allow for hand scoring by the end of the year. There will also be multiple choice questions and interactive technology questions – questions that require students to drag and drop items or type an answer where no choices are given or select from many options. All of these questions will be able to be scored automatically. The End of Year component will only include questions that are automatically scored.
- 9) **Constructed response and writing questions will be hand-scored by trained reviewers.** Reviewers will go through in-depth training on how to use the rubric, similar to the training on our current writing assessment, to ensure fairness and consistency. Multiple reviewers will score each assessment, and a third reviewer will examine student scores if there is a discrepancy in the scoring. This scoring process is a similar approach to the scoring of the writing assessments students have taken for many years.
- 10) **There will be accommodations and accessibility features that allow all students to have the support they need to do well on PARCC.** Unless a student’s Individualized Education Program (IEP) team determines that the student will participate in the portfolio assessment, he or she will participate in the new PARCC assessment. PARCC is being designed to be accessible for all students other than those taking the Portfolio assessment (the MAAS assessment will no longer be administered beginning in the 2014-15 school year.) Students with disabilities will be able to use accommodations specific to the PARCC assessment chosen by their IEP teams. More information about these accommodations can be found [here](#).
- 11) **The PARCC portion of TCAP will be administered online,** and there will be a paper-pencil back up option at first. Not all students will take the PARCC tests at the same time, as typically has been the case with the Achievement and End of Course paper-pencil assessments. Groups of students will cycle through different test parts during a window of several weeks and return to class and continue learning throughout the window. Students will only work on assessments for a few days within the testing window.
- 12) **There will not be questions on the ELA/Literacy assessments that test grammar in isolation; grammar will be assessed through students’ writing.** On PARCC, grammar is assessed solely through writing. There will not be stand-alone multiple choice questions assessing grammar.
- 13) **All passages on the ELA/Literacy parts will come from an authentic text.** The [PARCC passage selection guidelines](#) state: “The texts students encounter on tests should be worthy of careful attention, be content rich and challenging, and exhibit professional published quality.” Unlike previous assessment passages, written for the purpose of the test, PARCC will feature only previously published texts.
- 14) **Multiple-choice and selected-response questions on the ELA/Literacy Assessments will focus on reading and vocabulary.** All multiple-choice questions will be based on a text and require students to provide evidence to

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support their answer. Additionally, vocabulary questions will focus on meaning as presented in the text. Students will not be expected to have prior knowledge of the subject or content of the text.

- 15) **Tennessee will offer the PARCC high school level math assessments for both the traditional course sequence (Algebra I, Geometry and Algebra II) and for the integrated course sequence (Math I, Math II and Math III).** Unlike the previous End of Course offerings which only followed the traditional sequence with Algebra I and Algebra II tested, PARCC will offer the full suite of assessments for both traditional and integrated courses. Click [here](#) for more information on the mathematics pathways.
- 16) **Students will get partial credit for some questions in math.** On some of the constructed response math questions, students can receive partial credit if they demonstrate understanding of a concept. Students will need to generate a precise and accurate answer in order to earn full point value.
- 17) **In grades 1-6, there will be math questions that assess students' speed and accuracy with basic procedures without a calculator, (i.e., their math fluency).** The list of fluency standards can be found [here](#). Beyond grade 6 will have fluency standards, but there will not be a fluency component of the PARCC assessment.
- 18) **In grades 6 and beyond, PARCC will have calculator and non-calculator sections.** Assessments in grades 3-5 will not allow the use of a calculator. Assessments in grades 6-7 will allow for a four-function plus square root calculator, assessments in grade 8 will allow for a scientific calculator, and assessments in high school will allow for a calculator similar in functionality to a TI-84 graphing calculator. PARCC's calculator policy can be accessed [here](#).
- 19) **Students will have a math reference sheet for grades 5 and higher.** Students in grades 3 and 4 will not be provided a reference sheet. Reference sheets for [grades 5-8](#) and for [high school](#) will be available to students during the assessment.
- 20) **Students who do well on PARCC will know they are ready for college and career.** PARCC will ask students to do the kind of work they will need to do to be ready for college and career. Tennessee public institutions of higher education have agreed to use students' performance on the PARCC assessment as an indicator of readiness for credit bearing work. PARCC will give students and parents clear information about whether they are on track towards meaningful options in life.

If you have additional questions about the PARCC assessment, please go to the PARCC section of the TNCore website at [www.TNCore.org](http://www.TNCore.org) or email your questions to [TNCore.Questions@tn.gov](mailto:TNCore.Questions@tn.gov).

*This list represents the best information about the PARCC assessment as of October 2013. As is true of any assessment design process, there may be changes to the PARCC design informed by ongoing feedback and the field test.*