

TENNESSEE PRINCIPAL

Inside Spring 2014 Issue:

- *Nancy's Amazing Year*
- *NAESP in Nashville*
- *TN General Assembly*

*JOURNAL OF THE
TENNESSEE PRINCIPALS ASSOCIATION*

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Articles printed may be quite divergent in point of view and controversial as TPA feels that our members can best be served through discussions which challenge and stimulate their thinking. Therefore, the articles published in the journal represent the ideas and/or beliefs of the authors and do not necessarily express the view of TPA unless so stated.

POSTMASTER: Changes of address should be sent to:
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Volume XXV I – Spring 2014



**Volume XXVI
Spring 2014**

On the Cover



We honor Dr. Nancy Meador for her service as president of NAESP in this issue. Her amazing story of service and opportunities appearing in a story entitled "Lead, Inspire, and Achieve" is a call to action for all principals who want to help create better schools. Thank you, Nancy, for your hard work and dedication!

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Editor's Page



Catherine Prentis

Principal, Retired

Email: c1prentis@gmail.com

Dear Friends:

Thank you for all your efforts to make this a great year for your teachers and students despite all the negativism in the air. Our educational profession has continued to come under fire from so many sources. When you weren't dealing with individuals who wanted to tell you how to do your job because they knew better (regardless of their expertise), your teachers were being assaulted by rumors or downright lies about what lay ahead. But even so you haven't given up, walked out or simply quit! You have remained strong and continued to LEAD. I commend you!

If I could I'd give you a nice long vacation and some refreshing professional development to help you see through those pesky trees...wait, maybe I can do that! I may not be able to give you time off with pay, but even those of you on 12-month contracts seem to be able to breathe a bit more deeply in June and July. So consider this: one of the most outstanding professional development events in this country is coming to Opryland Hotel In Nashville. You may not already know that the NAESP National Conference is coming to Tennessee in July, but if you continue to read this Journal, you're gonna!! I have definitely given it the spotlight it deserves and you can find out even more by going to the website at www.naesp.org.

Now that I've sympathized with all you non-retirees--don't hate me too much--I have to point to one of our own who had a better year than any of us. Nancy Meador had the unique opportunity to serve this year as president of NAESP. Imagine, not a single faculty meeting to lead! It may not all have been roses, but please be sure to read her article about the experiences that she had. I still want to know how she got to go to Italy...sign me up! By the way, I don't remember any of our other presidents who also had the pleasure of ending their term with the national conference in their home state. That must be thrill for her.

Other items that I want to point out in the issue include three leaders who were kind enough to write about their experiences and successes. Debra Bentley presented some great information from Johnson City at the LEAD conference last fall, and she agreed to write about it for this issue of the journal. Holly Flora, Andrew Jackson ES in Kingsport City Schools, had a great experience in China that she is sharing with us, and David Golden, Lincoln County, highlights some of the details of his successes at Flintville Elementary School.

Finally, thank you Patrick Smith, TPA's exceptional legislative consultant, for summarizing the recently ended session of the General Assembly. I believe this section will help you throughout the coming year when you are trying to make sense of some of the new education laws, but that might be asking too much of even Patrick!

Thought for the day from Alice Waters: Always collaborate. You are good at somethings but not at everything.

NOTE: Don't forget to pencil in December 8-9 for the TPA statewide confernece in Memphis at the Peabody! (See page 32 for more information about the presenters.)

Find Us On The Web At www.tnprinassoc.org

President's Message



Dr. Janice Tankson

President

tanksonjv@scsk12.org

Greeting Fellow Tennessee Principals,

It seems like yesterday, we were greeting students on the first day of school and now today, we are preparing for summer break. Where has the school year gone? People always say that time flies by when you enjoy what you do. It is my hope that you have enjoyed every moment of the school year and each year will continue to be better than the last.

As I reflect on the great things that are happening in Tennessee, I want you to know that your voice was heard in Washington, DC this year. The Tennessee Principals Association met with senators and representatives to push for the strengthening of the Federal and State Laws that Build Capacity of Principals. We asked our congress to support the *School Principal Recruitment and Training Act* and the *Great Teachers and Leaders Act*. Both bills are designed to prepare and support principals through capacity-building measures by providing meaningful, useful, and relevant professional development. We understand that in this profession, the more opportunities we have to grow, the better chance our students have for success.

The NAESP *Better Practice for Better Schools* Annual Conference is around the corner. The conference will be held at the spectacular Gaylord Opryland Hotel in Nashville, TN on July 10-12, 2014. The President of NAESP, Dr. Nancy Meador, visited many school districts across the state to promote the event. She truly motivated many principals to come and be a part of history in the making. This particular conference you will not want to miss because it will address the current educational trends that we as principals face on a daily basis. We also have a very special treat. The Tennessee Principals Association will have a Conference Breakfast on July 11, 2014 from 8-10AM. The tickets will cost \$10.00. More information is within this newsletter. If you have not registered for the conference, please do so today!!

I trust that you will get some needed rest this summer and come back rejuvenated, refreshed, and ready to give it your ALL in the new school year.

As always, know that TPA is here for YOU!!! See you in Nashville!!!



Calling All Volunteers!

Are you coming to the NAESP Conference in July and want to be more involved while you are there? Contact Teresa Dennis about signing up as a guide. She has 30 of these great red aprons that she is modeling in the photo at left and she'd love to have them all filled!

You can reach her at teresadennis100@gmail.com



Join the NAESP Foundation on Wednesday, July 9, 2014 at 6:30 pm at our 2nd annual fundraiser, “Denim and Dancing” aboard the General Jackson Showboat in Nashville, TN. Come in your favorite pair of jeans and experience live music, great food and drink, a photo booth, and much more!

All proceeds from the Denim and Dancing fundraiser will go toward NAESP Foundation [student leadership programs](#). At the [2013 Jeans and Jersey fundraiser](#) we raised over \$20,000 through ticket sales and the generous support of our sponsors. This year, our goal is to raise over \$30,000! Help us reach our goal and kickoff the [2014 Best Practices for Better Schools Annual Conference](#) at the Denim and Dancing fundraiser! Tickets are \$50 each, or purchase a group of eight tickets for \$350. Tickets for the 2014 Denim and Dancing Fundraiser can be purchased by at [NAESP.org](#)



Meet Special Guest David Baldacci, New York Times #1 Best Selling Author



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LEAD . . . INSPIRE . . . ACHIEVE!



Written by Dr. Nancy Meador

Serving as the President of the National Association of Elementary School Principals (NAESP) this year has no doubt been a career HIGHLIGHT! The opportunity to LEAD, INSPIRE, and ACHIEVE has truly been filled with memorable moments! Our theme this year has been, "Principals Make it Happen!" I am convinced that Principals make great things happen in their schools through LEADERSHIP, INSPIRATION, and ACHIEVEMENT.

LEADERSHIP

One of my greatest responsibilities this year has been to lead the NAESP Board of Directors. The 2013-14, NAESP Board of Directors, is composed of thirteen principals from across the country. This group of professional educators is committed to leading the 18,000+ members of NAESP. After thoughtful discussion, many decisions are made for NAESP when the Board of Directors meets.

Some highlights for this year include:

- increasing the liability insurance for NAESP members to 2 million dollars
- extending the contract of Executive Director, Gail Connelly
- updating/revising By-laws (to be voted on at the NAESP Annual Convention in July, in Nashville)
- developing a framework for the new Strategic Plan
- dedicating the Dawn Hochsprung Tree of Life Memorial at the NAESP Headquarters Building in Alexandria, VA. This Memorial was created in remembrance of Dawn Hochsprung, Principal at Sandy Hook Elementary School.
- working in collaboration with the National Association of Secondary School Principals (NASSP) on a joint policy document on Teacher Evaluation
- establishing and participating on the P-3 Committee that will be overseeing the development of updating the best practice guidebook, *Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do* (originally released in 2005)
- determining the site of the 2015 convention – in Long Beach, CA

The NAESP Board of Directors meets at least three times per year in conjunction with an event hosted by NAESP. These national level events include:

- National Distinguished Principals Ceremony in Washington, D.C. (Fall)
- National Leaders Conference in Washington, D.C. (Winter)
- NAESP Annual Conference (Summer)

As President of NAESP, it has been my responsibility to lead and facilitate each of the events listed above. Working together with NAESP staff, a lot of time and energy is devoted into developing the best program for principal members and guests.



Principals Make it Happen!



INSPIRATION

I have truly been inspired as I have visited schools and communities across the country. It has been inspirational to see great leadership in action! Students across our nation are achieving and principals are directly responsible for leading that effort!

In addressing principals across the nation, my goal has been to inspire and encourage them in their efforts to achieve. As NAESP President, I have spoken at numerous state conferences. In addition to meeting with principals in person, I have had the opportunity to write quarterly for the NAESP Communicator (Association Newsletter). Topics written about this year include:

- September issue - Membership Helps You Make It Happen!
- December issue - Leadership Helps You Make It Happen!
- March issue - Professional Learning Helps You Make It Happen!
- June issue - Relationships Help You Make It Happen!

I have experienced many “inspirational moments” during the course of my travels this year. Some of these include . . . meeting with thousands of principals across America; experiencing various cultures based on geographic regions; traveling across the country and experiencing the vastness of our nation’s geography; traveling to Rome, Italy and attending the Mediterranean Association of International Schools Conference (MAIS); and to Cork Ireland (in May) to work with the Ireland Primary Principals Network (IPPN).

Two of the most “touching moments” experienced were attending “Rachel’s Challenge” at the NAESP National Convention in Baltimore, Maryland last July. Dedicating the Dawn Hochsprung Tree of Life Memorial at the NAESP Headquarters Building in Alexandria, Virginia in February reminded all of us how precious life is and the difference we make as principals.

ACHIEVEMENT

Every principal, every teacher, and every student wants to succeed. Success is often measured solely by a child’s summative test score. However, principals know that achievement can be accomplished in so many ways! Principals, teachers, and students succeed and achieve daily through effort and commitment. A former superintendent once said, “miracles occur in our classrooms every day!”

I attribute much of my professional achievement to being an involved member of the Tennessee Principals Association (TPA) and the National Association of Elementary School Principals. Taking advantage of volunteer opportunities through both of these organizations opened many professional doors that changed the course of my career as a school leader. As a veteran member of NAESP I would certainly encourage early career principals to join their professional association and get involved.

I think my “greatest influence” as NAESP President was to provide “personal leadership” to those I had the opportunity to address. Influencing school administrators to get involved, take a leadership risk, and aspire to lead at the state and national levels has been a message repeated many times on this leadership journey.

LOOKING FORWARD

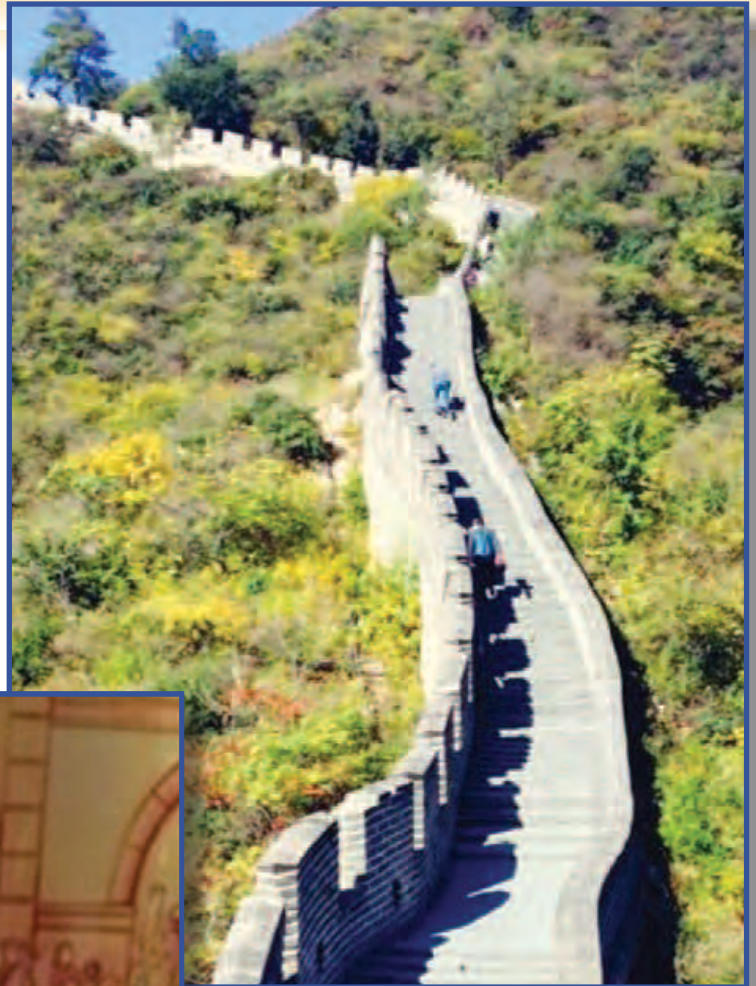
Our world as we know it is changing at a rapid pace . . . education included. Educational conversations across the nation currently center around common core, assessments, principal evaluation, teacher evaluation, and technology. Principals need ongoing professional support in order to LEAD, INSPIRE, and ACHIEVE! The Tennessee Principals Association and National Association of Elementary School Principals want every school to have a great principal and stand ready to assist members.

As I reflect on the 2013-2014 year as NAESP President – my goal has been to LEAD, INSPIRE, and ACHIEVE in service to principals across America. I am proud to be a principal. After all . . . Principals Make It Happen!

World Class Learners

It is the expectation that today's students will graduate from high school well prepared for college and the workforce. Educators across the United States are working to transition to the Common Core Standards in hopes that a new and more rigorous curriculum will more adequately prepare students for the future. Common Core advocates are also hopeful that common standards will provide clarity and unity about educational expectations for American students that will yield higher US rankings on internationally benchmarked tests.

Yong Zhao argues in *World Class Learners* that the jobs that exist today may be extinct by the time today's students begin their careers. Likewise, as our world continues to grow as a global economy it is probable that many of our students will eventually have careers that do not even currently exist. In order for our students to be successful and competitive in our global economy, educational systems around the world are coming together to take a closer look at what students should know and be able to do at each level, as well as how we provide that instruction.



During our two week trip throughout China our administrative group traveled to Chinese schools, met with departments of education members, and visited universities learning more about the Chinese educational system while at the same time sharing the strengths and needs of American schools. The effect of a long held national curriculum was apparent as we traveled to schools in various regions of China. Regardless of where we were, the children

I recently had the opportunity to travel to China last fall with a group of Tennessee administrators in conjunction with the Confucius Institute. The Confucius Institute is a non-profit public institution aligned with the Government of the People's Republic of China that aims to promote the Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges. The leaders of the Confucius Institute understand the importance of not only spreading the influence of the Chinese culture, but they also value and covet the relationships and influence of cultures outside of their own. As a result, the Confucius Institute works to fund international travel exchanges with educators in order to facilitate a global dialogue about current best practices in education, successes and challenges worldwide.

in each school that we visited experienced a similar school day. Recitations of national poetry and readings were present in each school we visited. At the same time throughout each school, all students in every classroom could be heard orally reciting important poetry, readings, speeches and other literature that was deemed as culturally significant.

In each school we visited, the structure and discipline within the classroom was apparent. Children demonstrated a high level of respect for the teacher and for one another. Students were proud of the fact they were being educated and all took their educational experience very seriously. Students in schools across China also participated in foreign language instruction in an effort for students to develop as global learners. Also important to the Chinese in recent years are

by Dr. Holly Flora - President-Elect TPA



extracurricular activities. The Chinese have strong desire for their students to be well rounded. Each school provides students extensive opportunities to participate in extracurricular activities of choice including music, dance, calligraphy, martial arts and various sports. Culture, discipline, achievement and physical health were valued by students and educators in all schools. The synchronization of Chinese curriculum was tight and the expectation of what was desired of students was apparent.

While the differences in a Chinese and American education were apparent, what was most rewarding was the discovery of what we have in common. In addition to school site visits, there were opportunities for our administrative team to dialogue with members of the departments of education in several provinces, as well as university professors. Perhaps what was most striking in our conversations about similar challenges faced by schools in both countries was that both Chinese and United States educators are very concerned about gap closure. In China and in America, educators, researchers and politicians are concerned about helping all students reach high levels of success and understand the implications of gap closure on the economy. While in America we there is a focus on closing gaps of ethnicity, students with disabilities and students who are economically disadvantaged, the Chinese are very concerned about providing an equitable education for students regardless of whether they live in urban or rural areas. Currently, many rural schools in China are underperforming in relation to schools in more urban regions.

Many hours were spent sharing strategies and best practices as we as educators work to support all students to high levels of success.

Supporting students to high levels of success is a priority worldwide. In order for our students to be successful and competitive in our global economy, educational systems around the world are coming together to take a closer look at what students should know and be able to do at each level. Continued international conversations and dialogue will support us in providing an education for all that is student focused and world class.

Holly is principal of Andrew Jackson ES in Kingsport City. You can reach Holly at: hflora@k12k.com



Developing a Culture for Achievement:



Dr. Debra Bentley
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In 2010, Johnson City Schools' educators and administrators made a conscious decision to move toward a district-wide benchmark assessment process for grades two through eight in English/language arts and math that would answer three essential questions:

1. *What exactly do we expect students to learn?*
2. *How do we know when they've learned it?*
3. *What do we do when they haven't learned it?*

The district-wide benchmark assessments are a supplement to classroom assessments and provide consistency across classrooms and grade levels. Benchmark assessments sometimes call for performance tasks but more commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness.

Curriculum assessment guides were developed by a district-wide curriculum team made up of teachers from each school and grade level. These guides provide educators as to when specific standards would be assessed and how many questions with each standard. Item selections are based on Bloom's Cognitive Taxonomy and Webb's Depth of Knowledge. This focus of linking higher-level and rigorous thinking skills to assessments helps to engage young minds and attach relevance to their learning.

Teachers administer common benchmark assessments to all students in the same grade level at prescribed intervals—at the end of each nine weeks. The benchmark assessments measure proficiency of the state standards through these uniform benchmark assessments. Teachers can evaluate how well their students are doing relative to the selected standards in not only their classrooms but also other grade-level classrooms in the district. These benchmark assessments provide valuable information for classroom practice and school and district-wide decision making. They are a powerful extension of the learning process.

Why district-wide benchmark assessments?

The benchmark assessments provide a common language and reference point for teachers in grades two through eight by creating a platform that allows teacher discussions in student learning data in the specific areas of literacy and math. The common assessments also reinforce district expectations with content delivery and performance and also provide essential data that inform professional learning needs based on student needs.

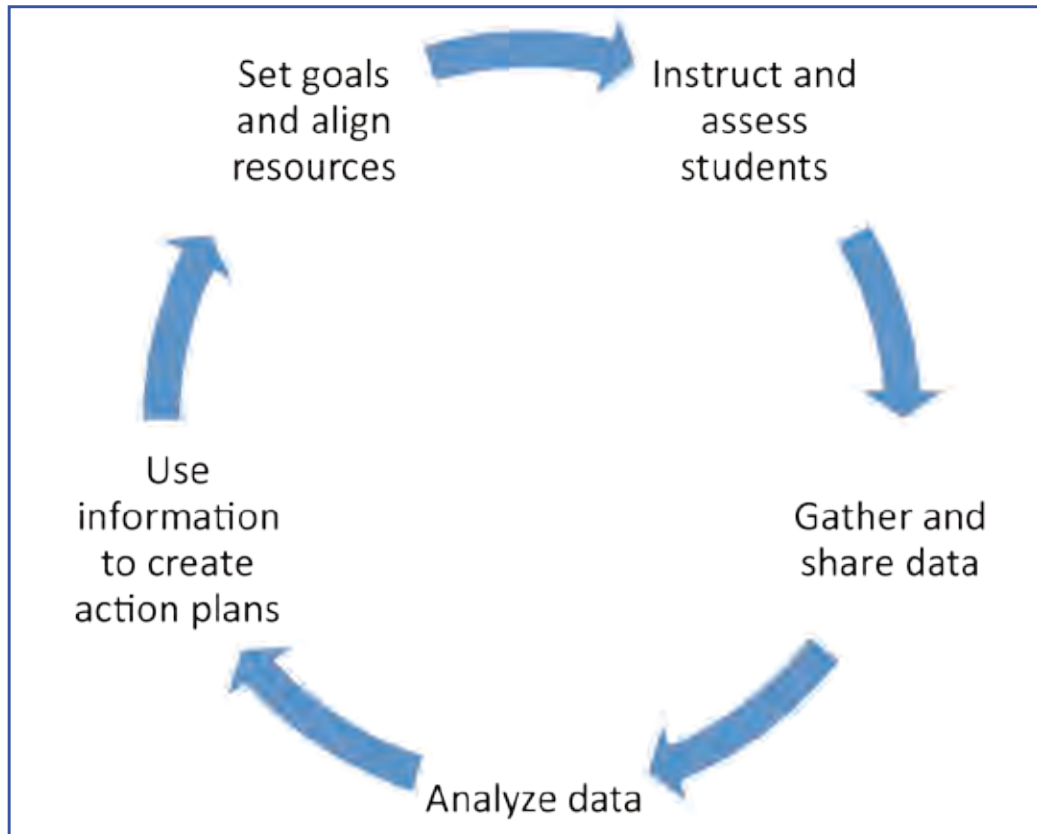
What kind of district-wide benchmark assessments?

Benchmark assessments are administered at the end of each nine weeks grading period that contain evidence-based response items correlated to at least one to two texts in the area of literacy. In math, students are given items that required multiple steps of problem-solving to reach the best solution path. The NWEA item bank is used for task selections. The district's academic coaches choose items that best meet the rigor of the grade level and content area but also provide multiple representations of the standard. In addition, we administer a constructive response math task and a research simulation task for grades three through eight. The benchmarks are part of the district's assessment calendar and deliberate work goes into assuring that students have ample time for the assessments.

Using Interim Assessments

How are benchmark results reported and used?

Our educators and administrators use “The Cycle of Instructional Improvement” from New Schools Venture Fund. This model has allowed us to engage in a cycle whereby performance data are constantly gathered, shared, analyzed, and used to inform what is taught and how it is taught. Data are used to inform decisions at classroom, school, and district levels and to ensure that system goals are accomplished through alignment of resources and effort.



What are the challenges of district-wide benchmark assessments?

When we began the new benchmarking process, teachers were skeptical because it was very different from the former pre-made assessments our system used. Asking them to take part in a different, more elaborate process was difficult. They needed and deserved a rationale immediately. Teachers wanted specific instructional information from the assessment and the district wanted system-wide data. We had to develop assessments that served both sets of needs. This process meant being flexible with the formatting of the assessments.

What Conclusions were drawn from this journey?

Schools play an important role by providing time for staff members to meet to discuss the assessments, data, flexibility for re-teaching, and resources in order to facilitate data-driven instruction. Like the central office, schools also function as places to build the knowledge and skills of teachers through professional development, instructional leadership, and encouraging networking among teachers. Schools can also play a critical role in providing expectations for data-driven instruction among teachers, as well as creating a climate of trust and col-

The Journey from TCAP to Common Core



David Golden,

Principal, Flintville Elementary School, Lincoln County

Flintville Elementary School, a near 80% poverty level school in Lincoln County, Tennessee, has experienced a multitude of changes. Change has been a common theme in the past 3 1/2 years. Change began with a new principal, then changing State Standards, to Common Core State Standards (CCSS), TCAP accountabilities, preparing for PARCC testing, and the introduction of Professional Learning Communities; there seems to be something new introduced at our school every week.

While this may seem overwhelming to many, the teachers have done a tremendous job adapting to every change. The teachers kept their positive outlook no matter what came their way. Then with Common Core again looming on the horizon, and Legislation voting to keep CCSS and PARCC or not, the stress levels again began to rise. However, I can honestly tell you that the teachers at Flintville Elementary School will be ready. They will be ready for one simple reason: Professional Learning Communities.

The journey has been an exciting one. During the 2011-2012 school year, through multiple trainings and professional development, we all learned about CCSS and a change in teaching strategies. Teachers were trying to teach CCSS and make sure they had their State Standards covered by imbedding them in their lesson plans. At the end of the year students were tested on State Standards and when the scores from Tennessee Comprehensive Assessment Pro-

gram (TCAP) came in, Flintville Elementary did not make all of our AMO's, but we were excited to learn that we had made all of our Gap Closures. It was at this time that our district decided to go ahead and teach Common Core State Standards (CCSS), because through our trainings, we were taught that students should learn more and do better on the TCAP.

Teachers, students, and administrators were excited about this decision because our students and teachers would have a head-start when our state fully implemented the CCSS. Students would be familiar with the tests, understand the concepts, and show deeper work; teachers would be able to use proven teaching strategies, incorporate higher ordered thinking activities, and deliver high quality feedback, questions, thinking, and problem-solving methods.

As we did this and the teachers at Flintville Elementary put their hearts and souls into understanding everything that was CCSS. However, when the test scores came, we were disappointed yet again. We had missed some vital standards that were included in the testing. We had made our AMO's through safe harbor, but we did not make our Gap Closures, and we have always "hung our hat" on our making our Gap Closures. We believe that all students can learn, and we pride ourselves on growing children's minds

All of this led to "The Change". I met with Dr. Wanda Shelton, Director of Schools, for the Lincoln County Department of Education, to discuss what had happened. We decided it was time for Flintville Elementary School to change from grade-level meetings to Professional Learning Communities (PLC), something we had learned about the previous summer while listening to Dr. Bob Eaker. Dr. Shelton simply gave me two directives:

- 1) Flintville Elementary School was to have PLCs
- 2) The PLCs were to be principal led.

I went back to school the next Monday, and I simply "went to work" learning everything I could about PLCs. I watched them online, learned about the PLC four questions, learned about PLC norms, learned how to lead a PLC, learned about Common Assessments and how to analyze them. I learned about interventions and enrichments, and learned all about the PLC philosophy. I also decided to conduct a book study through school email on the book ***Every School, Every Team, Every Classroom: District Leadership For Growing Professional Learning Communities*** by Dr. Bob Eaker. I sent quotes and ideas from the book, and the teachers started to respond.

The idea that these students from the teachers' perspectives were no longer "my students" but were now "our students" began to make sense. And then it happened. The teachers started to say this was the change that Flintville Elementary School needed. It was also during this time that we decided as a district to teach the current State Standards in a Common Core fashion. We even coined the term "Common Core-ish" for the use of the Common Core strategies. By the time the beginning of the 2013-2014 school year rolled around, there was a new energy in the building, and we began conducting weekly PLCs with all grade levels.

I conducted PLCs in grades 4-8, and my Literacy Leader,

Through PLCs at Flintville Elementary School

Mrs. Kathy Hobson, conducted grades K-2. We decided to conduct the 3rd grade PLC together as it was an AMO area. The teachers were excited about the PLC's and the Central Office supervisors began attending and participating. We used the PLCs to discuss what was being taught in the classroom, develop common assessments and their analysis. We discussed teaching issues such as improving transitions and analyzed each child's test scores.

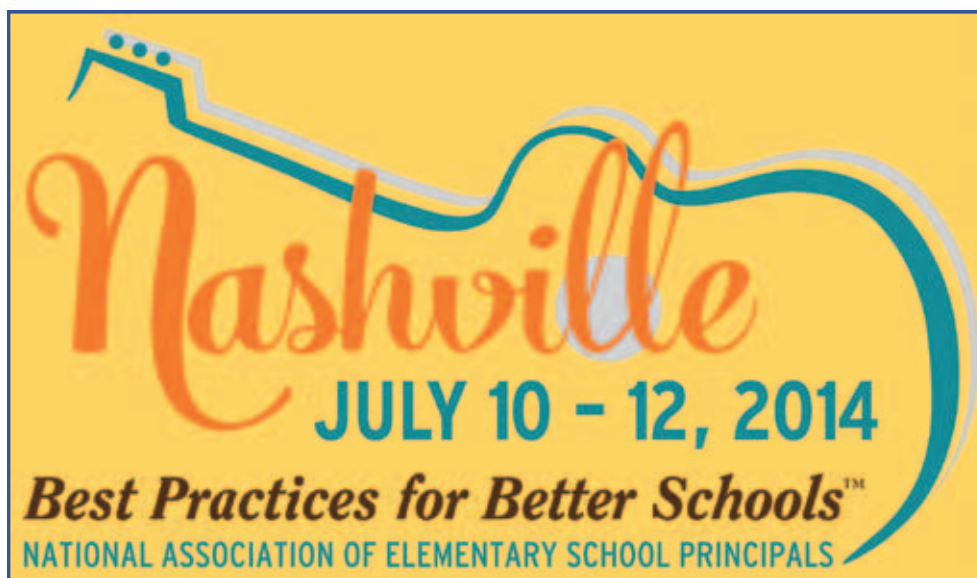
The teachers soon began to lead the PLCs and they began asking for vertical PLCs to be held after school. Fourth grade teachers wanted to talk to fifth grade teachers to see what they needed to focus on with their students. The seventh and eighth grade teachers decided to form one team because they enjoyed the collaboration. Pre-K teachers wanted to get in on the action and have PLCs.

Within a few short months, Flintville Elementary School became the leader in PLCs in our district, and more importantly, we changed our school. Morale is higher than it has ever been, and teacher collaboration and professional conversations are occurring with unbelievable positive energy.

The teachers have enjoyed it so much that we have even gone from having traditional faculty meetings to using this time for "in-house" professional development. Teachers have used one in-house PD they call "APPy Hour" to share Ipad APPs they use for teaching. We have hosted two "Autism" training sessions for all teachers in the county. Technology driven teachers led one PD called "Techy Wednesday" where they discussed different types of technology that they use in their classroom to make their instruction more effective. Many of our teachers have conducted county wide trainings at the Central Office and hosted trainings for other schools at Flintville Elementary. This has been great for morale, and teachers from other schools are amazed to see what we have happening in our building.

I think I can speak for all the teachers at Flintville Elementary School when it comes to CCSS. If and when Tennessee makes the move to CCSS, we will be ready. We have already gone through multiple changes, Common Core State Standards training, and teaching current State Standards in a "Common Core-ish" manner, and we know that through our Professional Learning Communities, there is absolutely nothing that we can't accomplish together. Our school has changed through Professional Learning Communities, and we will ensure that all students will learn and grow by working together.

Editor's Note: Lincoln County was recently hit with storms that damaged a large portion of South Lincoln ES. South Lincoln students are now sharing space with Flintville for the remainder of the school year.





GAYLORD OPRYLAND • NASHVILLE, TN

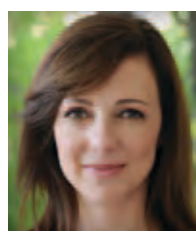
We are excited about the program that has been put together and ask that you help us spread the word. Keynote speakers and plenary and special feature session presenters include **Robert Fulghum** (*All I Really Needed to Know I Learned in Kindergarten*), **Justice Sandra Day O'Connor** (iCivics), **Susan Cain** (author of the best-selling book *Quiet: The Power of Introverts in a World That Can't Stop Talking*), **Milton Chen** (Senior Fellow and Executive Director, Emeritus of Edutopia), **Peter Yarrow** (Operation Respect), and many more to come.



Robert Fulghum



Justice Sandra
Day O'Connor



Susan Cain



Milton Chen



Peter Yarrow



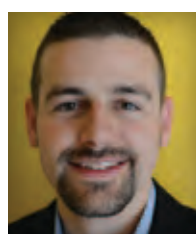
To date we have confirmed six powerful pre-conference sessions featuring **Carol Tomlinson, Barbara Blackburn, Justin Baeder, Michael Chirichello, Judy Carr, and Catherine Bradshaw.**



Carol Tomlinson



Barbara Blackburn



Justin Baeder



Michael Chirichello



Judy Carr



Catherine Bradshaw

In our more than 80 practitioner sessions, we will be highlighting sessions devoted to early childhood education, early career principals, instructional leadership, technology integration, the Common Core State Standards and the principal's role in implementation, the importance of school culture and ways to address school improvement and reduce the achievement gap. You can visit the Exhibit Hall to talk with suppliers, vendors, and key education allies.

It would not be an NAESP conference without the all-important social and networking activities that bring important colleagues and friends together. Join us at the Denim and Dancing NAESP Foundation fundraiser on Wednesday night on the General Jackson Showboat and then be part of the exciting Opening Reception on Thursday, July 10. This year NAESP will offer two luncheon opportunities with speakers: a Lunch and Learn featuring selected principals under the Wallace Foundation grant will be held on Thursday and Todd and Beth Whitaker will join us on Friday.



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NAESP DEDICATES DAWN HOCHSPRUNG TREE OF LIFE MEMORIAL



To honor the life and service of longtime NAESP member and late Sandy Hook Elementary School principal, Dawn Hochsprung, the NAESP Board of Directors has established the Dawn Hochsprung Tree of Life Memorial. The memorial, which is displayed at the NAESP Headquarters in Alexandria, Virginia, was created to honor elementary and middle-level principals who have made an extraordinary sacrifice during their career as an educator.

NAESP President Nancy Flatt Meador officially dedicated the memorial to Hochsprung on Friday, February 21, to an audience of NAESP Board Members, NAESP staff, and invited guests. NAESP Board Director Jillayne Flanders reflected on Hochsprung's memorial service, which she attended representing the NAESP Board of Directors and NAESP members. "There's not a principal I know who would have not done the same thing [as Dawn Hochsprung]," she said. "To be able to do this in her honor and in the honor of all principals who will protect their children and their staffs is a bit overwhelming."

The memorial "tree" features a trunk comprised of the interwoven bodies of children, or "angels," that leads to a large blossom of leaves. Each leaf is designed to bear the name of an individual to be honored.

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National Distinguished Principal



In October, NAESP honored the National Distinguished Principals from all states and territories at a gala in Washington, DC. Nancy Meador, President of NAESP, Gail Connelly, Executive Director of NAESP, and Arne Duncan, Secretary of Education helped to recognize the winners. Tennessee's NDP is Sharon McNary, principal of Richland Elementary in Memphis.

Featured in the photo array are (on this page) Nancy Meador and Sharon McNary (above) receiving her certificate and (left) Nancy and her husband, Phil, in their formal attire, ready to enjoy the festivities.

Pictured on the opposite page are, Arne Duncan, congratulating the winners, Sharon, and (lower) Dr. Ernie Bentley, Executive Director of TPA with Sharon, Gail Connelly, Nancy and Brian Partin, Zone 4 Director and Principal of Thomas Jefferson ES, Kingsport City Schools.



Sharon McNary - 2013



The Common Core Debate

By Will Parker, Oklahoma Educator and blogger

Lately, a lot of controversy has arisen over the implementation of Common Core standards in public schools. A recent op-ed by George Will, and a resolution by the Oklahoma Republican Party calling for the end of Common Core demonstrate what a thorny political issue it has become. At the same time, as I read the arguments against Common Core, it seems like many of those speaking out are failing to grasp the real challenges public schools are facing. Where I Agree First of all, I will concede that a one-size-fits-all government remedy to any problem is a bad solution. But lawmakers are making a mistake in characterizing Common Core as the problem at hand. Common Core is simply a set of academic standards.

Context for Common Core As an educator, I am familiar with the road public schools have traveled to begin the transition to Common Core. And it has been a long one. Robert Haveman, Professor Emeritus of Economics and Public Affairs at University of Wisconsin-Madison and Timothy Smeeding, Professor of Public Policy at Syracuse University, propose in *The Role of Higher Education in Social Mobility* that 55% of students entering community colleges in our country are taking remediation courses in English and mathematics (remediation courses count for no credit) their first year. Research from the National Center for Education Statistics indicates the number of entry-year students taking remediation courses at 28%. Even with the discrepancies in research numbers, the need for better prepared high school graduates has been obvious for a long time.

Defining Common Core In 2010, states governors began discussing how they could best identify what academic standards are in line with college-prep standards. Common Core became the term by which these standards are referred. They are content academic expectations for students that require high levels of critical thinking and problem solving. At the high school level, these are the same standards that the College Board assesses through the ACT exam as well as standards students encounter through Advanced Placement courses and exams.

At face value, Common Core standards are more rigorous and demanding than what some of our schools have required of students in the past. But they are not inherently evil. So, What Is The Problem? This is where lawmakers have missed the point. In Oklahoma and other states, introducing Common Core standards has not been the problem. The problem has been with burdensome state-mandated assessments and unpredictable quantitative components of teacher evaluations.

Many states have turned testing into a debacle. Oklahoma, for instance, entered a \$16 million dollar contract with testing company CTB/McGraw-Hill. In CTB's first year of service to schools, students across the state found themselves sitting for ten or twenty minutes waiting for the online tests to un-freeze so that they could go to their next question. Many tests were simply deemed invalidated.

The confusion was aggravated further when the Oklahoma State Department of Education decided to raise cut scores

on Biology tests AFTER the tests had been administered. Thousands of students failed to score proficient and were required to re-test. Furthermore, the state announced that for future testing, instead of relying on vetted assessments, it would begin creating its own standardized tests, and schools were left scratching their heads about how to prepare students for unpredictable cut-score changes or tests that had yet to be created.

Equally frustrating has been the move by our state to tie student test scores to teacher evaluations. Imagine the difficulty in predicting your job performance when the state assessment process is subject to the constant change of political winds.

So, What Is the Solution? Many people are making the uninformed assumption that these challenges are the result of Common Core standards. But they are missing the point. It is not the standards that need to be axed; rather, our state's education leadership needs to take a step back and simplify, not complicate state-mandated testing and teacher evaluation processes.

In high schools, for instance, instead of using seven different end-of-instruction exams for high school, we could use one. We could require college-bound students to take the ACT exam or SAT. For students tending toward technical careers, an alternate test would be the industry recognized Work Keys assessment.

For teacher evaluations, allow schools to move forward with qualitative assessments of teachers, but stop trying to mandate quantitative measurements of every teacher tied to their student scores. The unpredictable process is driving more teachers out of the field and creating teacher shortages throughout the state.

Political Footballs Don't Help Students Turning Common Core into a political football is the proverbial equivalent of throwing the baby out with the bath water. It is counterproductive and simply distracts from the bigger issues at hand. Oklahoma teachers, as well as teachers across the nation, have spent the past few years transitioning their curriculum to match the rigorous standards found in Common Core. Removing the standards will not only negatively affect teacher morale but also negatively affect students.

Instead of proposing we do away with Common Core standards, lawmakers must address the bigger challenges at hand, such as simplifying the state-mandated testing process for students, easing burdens on teacher evaluations, adequately funding education while providing teachers with more than a living wage, and promoting comprehensive approaches to learning that help every student be successful. Conclusion It is time for lawmakers across the nation to take a deep breath before plunging schools off another policy-change cliff. If they move forward with fear-based, ill-informed solutions concerning Common Core, students will be the ones who ultimately suffer the consequences.

Parker, who works in Skiatook HS and lives in Owasso, OK, can be reached at: www.williamdparker.com.

Grit and Self-Control

by Angela Duckworth

The Duckworth Lab focuses on two traits that predict success in life: grit and self-control. Grit is the tendency to sustain interest in and effort toward very long-term goals. Self-control is the voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions. On average, individuals who are gritty are more self-controlled, but the correlation between these two traits is not perfect: some individuals are paragons of grit but not self-control, and some exceptionally well-regulated individuals are not especially gritty. While we haven't fully worked out how these two traits are related, it seems that an important distinction has to do with timescale: As Galton (1892) suggested, the inclination to pursue especially challenging aims over months, years, and even decades is distinct from the capacity to resist "the hourly temptations," pursuits which bring momentary pleasure but are immediately regretted.

In terms of Big Five personality, grit and self-control both load on the conscientiousness factor, which also encompasses dependability, punctuality, and orderliness, among other facets (Duckworth, et al., 2007; MacCann, Duckworth, & Roberts, 2009). Alternatively, many economists consider grit and self-control to be exemplars of "non-cognitive" dimensions of human capital, terminology which persists as a useful moniker for traits other than cognitive ability despite its obvious inadequacies (Borghans, Duckworth, Heckman, & Weel, 2008; Duckworth, 2009). Some educators typically prefer the umbrella term "social and emotional learning," whereas many other educators, as well as philosophers and positive psychologists, embrace the moral connotations of "character" and "virtue." So, grit and self-control are facets of Big Five conscientiousness, but are also conceptualized as dimensions of human character, social and emotional competency, and non-cognitive human capital.

Predicting Consequential Life Outcomes

Our research has established the predictive power of grit and self-control, over and beyond measures of talent, for objectively measured success outcomes. For instance, in prospective longitudinal studies, grit predicts surviving the arduous first summer of training at West Point and reaching the final rounds of the National Spelling Bee, retention in the U.S. Special Forces, retention and performance among novice teachers, and graduation from Chicago public high schools, over and beyond domain-relevant talent measures such as IQ, SAT or standardized achievement test scores, and physical fitness. In cross-sectional studies, grit correlates with lifetime educational attainment and, inversely, lifetime career changes and divorce.

We have also shown that self-control predicts report card grades (and changes in report card grades over time) better than does measured intelligence. To strengthen the inference that self-control causes, and doesn't merely predict, report card grades, we repeatedly sampled self-control and report card grades in a separate sample of students over a four-year period and then developed an innovative application of hierarchical linear modeling (HLM) to analyze the data (Duckworth, Tsukayama, & May, 2010). Specifically, we used self-control as a time-varying level-1 covariate to

predict GPA six months later, and then reversed the same model by using GPA as a time-varying level-1 covariate to predict self-control six months later. Within-individual changes in self-control over time predicted subsequent changes in GPA but not vice-versa. The evidence supporting a causal role for self-control was not moderated by level-2 covariates including IQ, gender, ethnicity, or income. Further analyses ruled out the potential time-varying confound of self-esteem.

Most recently, we have taken a closer look at two distinct measures of academic performance, report card grades and standardized achievement test scores, and their differential relations with self-control and intelligence. In three separate samples, self-control prospectively predicted changes in report card grades better than did intelligence, but intelligence better predicted changes in standardized achievement test scores (Duckworth, Quinn, & Tsukayama, 2012). A survey of teachers suggested that students know what to expect from – and can, therefore, prepare for – the teacher-created assessments that determine report card grades, but students find the material and format of standardized achievement tests relatively novel. The disproportionate importance of self-control to report card grades helps explain why IQ and standardized achievement test scores tend to under predict the future academic performance of girls, who reliably outperform boys in the same classroom in all subjects despite comparable motivation to succeed (Duckworth & Seligman, 2006; Duckworth, Zhang, & Druckman, 2012). In a chapter for the *Handbook of Temperament*, we surveyed empirical evidence which affirms the importance of self-control to educational attainment and achievement outcomes from preschool to early adulthood (Allred & Duckworth, 2012).

Our lab has also investigated benefits of self-control which extend beyond the classroom. In prospective longitudinal studies, we have shown that self-control protects children from unhealthy weight gain, particularly as they enter adolescence and are given greater latitude to decide what and how much they eat (Duckworth, Tsukayama, & Geier, 2010; Tsukayama, Toomey, Faith, & Duckworth, 2010). Likewise, more self-controlled children make more friends over time (Allred & Duckworth, 2012). Finally, we have found in cross-sectional analyses of a large, national sample of adolescents that self-control is associated with lower levels of cigarette smoking, marijuana use, and binge drinking (Romer, Duckworth, Sznitman, & Park, 2010). In sum, the ability to control emotional, attentional, and behavioral impulses voluntarily augurs a range of positive academic, health, and social outcomes. When estimated reliably (e.g., by combining ratings across multiple raters or time points), the predictive power of self-control rivals – or even bests – that of socioeconomic status and intelligence (Duckworth, 2011; Moffitt et al., 2011).

Continued on page 31

Tennessee General Assembly



By Patrick Smith, Consultant

The second session of the 108th Tennessee General Assembly began with high hopes of continuing the state's move to higher standards for k-12 education that began in 2008 with the Tennessee Diploma Project and continued through Tennessee's *Race to the Top* Grant work and the ensuing migration to Common Core State Standards (CCSS) and aligned assessments (PARCC). In addition, Governor Bill Haslam's proposed fiscal year 14-15 budget reflected his previously stated commitment to making Tennessee the nation's leader in increasing teacher salaries. But by the time the legislature adjourned on April 17th, common core state standards had teetered on the verge of being delayed. PARCC (Partnership for the Assessment of Readiness for College and Careers) assessments were delayed for a year and perhaps for good, and the \$63 million proposed in the administration's original budget for increasing teacher salaries had been totally cut. Common Core and PARCC

Last fall's hearings by the Senate Education Committee on the CCSS foreshadowed the intense legislative wrangling that ultimately ensued on the issue when the 108th General Assembly returned to Nashville in January. By the day of the deadline to file legislation, legislators had introduced a host of bills aimed at CCSS, PARCC, and student data privacy. Among those were bills: to provide for the immediate withdrawal of Tennessee from both CCSS and PARCC (SB1882/HB1696); to require the legislature's fiscal review committee review all contracts for testing and assessment (SB1960/HB1702); to prohibit adoption or use of PARCC assessments and require the general assembly to make decisions on assessments (SB1984/HB1828); to require specific general assembly approval for assessments in the appropriations act/budget (SB1986/HB1826); to prohibit results from the first year of student assessments based on com-

mon core standards from being used in teacher evaluations or other teacher employment decisions (SB2122/HB2043); and to allow parents to review all instructional materials and have access to review all surveys and evaluations administered to their children (SB2559/HB2453).

Votes were never taken on most of these bills because the sponsors either didn't present the bills at committee or voluntarily took the bills "off notice" meaning they no longer sought committee action on the bill. A few were actually defeated at the committee level in either the House or the Senate. The House Education Subcommittee defeated, by a vote of 2-7, a bill that called for immediately halting common core state standards (SB2405/HB2332). **Similarly, the Senate Education Committee also defeated, by a vote of 2-7, a bill that would have required the state board of education and the department of education to postpone any further implementation of common core state standards beyond those implemented on June 30, 2013 (SB1985/HB1825).**

One bill in this arena, however, did enjoy widespread support, including the support of proponents of CCSS. The legislation (SB1835/HB1549) addressed the issues of student data privacy and the curriculum adoption process. As amended in committee in each chamber, the bill requires more transparency by the state board of education in the standards adoption process, states that data collected from testing may only be used for the sole purpose of tracking the academic progress of students, and prohibits data on students or their families' religion, political party, voting history, biometric information, or psychometric data from being collected and shared with the federal government. It sailed through the committee system and passed the House by a vote of 81-9 and the Senate 31-2 in mid-March, although there were minor differences in the versions of the bill passed

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in each chamber necessitating further action later.

The most surprising setback on CCSS and PARCC happened on the House floor during debate on unrelated legislation. A bill on American history (SB1266/HB1129) was the subject of 27 amendments filed by House members because the bill's "caption" was broad enough to legally permit almost any education topic to be amended into the bill. An atypical coalition of House Democrats and conservative Republicans teamed together to add two amendments to the bill that would postpone "any further implementation" of CCSS and PARCC respectively until July 1, 2016. The final vote on the bill, as amended, was 82-11. **The Senate ultimately rejected the House's action, and the House relented and passed the bill on the next to last day of the session without the two amendments.**

Opponents of CCSS and PARCC never backed down or ceased exploring legislative maneuvers to stop them right up until the final day of the legislative session. In what was clearly a previously negotiated resolution to the battle and an effort to appease conservative legislators, additional language was added to the final version of the bill mentioned above on standards and student data (SB1835/HB1549). **This additional "compromise" language stops PARCC implementation, continues the current assessments for an academic year, and calls for an RFP process to award the next assessment contracts.** The administration was heavily involved in drafting this additional language, and the bill passed overwhelmingly in both chambers on the last day of the session. Some CCSS and PARCC critics in the House continued to rail against the negotiated language even as the bill was being debated prior to the final House vote on the last day.

The final outcome of the CCSS / PARCC debate can only be viewed as a setback for the administration. While it's conceivable that PARCC may be the assessment chosen under the new RFP process, it would likely arouse the type of vehement legislative pushback seen this session. The stellar Tennessee NAEP score improvements announced last November amidst a public celebration that included both the current and former Governors apparently had a short shelf life and little connection for legislators opposing CCSS and PARCC. This has been both a surprise and a source of disappointment to Commissioner Kevin Huffman as he has publicly acknowledged.

Teacher Licensure

Last year's state board action on the department of education's proposal to tie licensure to value added scores reverberated through the halls of the legislature. Two competing bills limiting how student test scores could be tied to teacher licensure began advancing. The difference in the two bills was whether student test scores would be prohibited from being the sole factor in licensure decisions or whether student test scores would be prohibited from playing any role in teacher licensure decisions (e.g. renewal, revocation). The latter provision was eventually the route the legislature took. **As a practical matter this will bar teacher evaluation from being a factor in licensure renewal decisions since the evaluation, by statute, is based in some measure on student test scores.**

Salary Schedules

Legislation that would permit LEAs to return to the salary schedules that were in existence in their respective districts in academic year 2012-13 passed overwhelmingly with only one 'no' vote in either house. **The bill explicitly authorizes having 20 "pay lanes" based on years experience and five "education levels" for purposes of calculating salaries, so long as it is consistent with the LEA's schedule in 2012-13.** The bill does not supersede or prohibit salary schedules that include performance pay or additional pay for hard to staff subjects and schools, but it does authorize a return to traditional schedules in any districts that used them in 2012-13. The state board of education, on the recommendation of the commissioner, had adopted a state minimum salary schedule for 2013-14 that recognized only two education levels and three groupings or categories for years' experience.

Achievement School District Enrollment

A bill that would have authorized charter school operators in the Achievement School District to open enrollment to other students after first enrolling students zoned to the ASD stalled at the end of session in the powerful Budget Subcommittee of the House. The legislation had passed the full Senate by a vote of 24-6-2, and had cleared the House Education committee with only one 'no' vote. The bill was particularly important to charter school operators just beginning to locate in the ASD that are turning away students seeking to enroll. Under current law, only students zoned to attend a school that is a priority school may enroll in ASD charters, unlike other charters, which have open enrollment.

Vouchers

Having voluntarily pulled the plug last year on its voucher bill due to a skirmish with Senators pushing a more expansive program, the administration revived the bill this year. It appeared headed for passage when the full Senate adopted it by a vote of 21-10. **In the House it had moved through four committees, but the House sponsor withdrew the bill at the House Finance Committee acknowledging he didn't have the votes for passage.** The "Tennessee Choice and Opportunity Scholarship Act" would have provided a limited number of scholarships for children zoned to attend priority schools.

Charter School Authorizer

A bill held over from last session that would amend the charter school appeals process in school districts that have a priority school eventually passed. **The so-called "statewide authorizer" authorizes the state board of education to be the chartering authority if it reverses the decision of the local board to deny a charter application.**

Budget Issues

In a matter of months, the budget originally proposed by Governor Haslam that included significant funds for teacher salaries and additional funds for a 1% higher education salary increase had been pared down eliminating both. State revenues in the current fiscal year have continued to under-perform and fall below budgeted numbers. This required reductions to both balance and close the

Tennessee General Assembly Education Overview 2014..continued

books on FY13-14 as revising downward the revenue estimates upon which the FY14-15 budget is built.

The original budget proposal contained \$63 million to increase teacher salaries, approximately \$15 million of which would have been directed toward "salary equity" for systems with the lowest overall salaries. The remainder would have funded a 2% increase in salary funding in the Basic Education Program (k-12) funding formula. The original budget also provided an additional \$48.6 million for increases in the BEP for inflationary adjustments and enrollment growth.

By the time the Governor presented the budget amendment in early April, the FY13-14 budget gap had increased by approximately \$150 million, and the reduction needed to bring the proposed FY14-15 budget in balance was approximately \$160 million. The specific impact to education in the budget amendment included:

- Elimination of the proposed 2% increase in teacher salary funding (\$48 M)
- Reduction of the proposed \$14.5 M for teacher salary equity to \$8.5 M (\$6.0 M)
- Reduction in Career Ladder teacher pay supple-

ments due to attrition \$4.0 M)

- Reduction in BEP "growth dollars" for fast growing districts (\$12 M)

Elimination of proposed higher education funding for 1% salary increase (\$12.9 M) There was little opposition to the budget amendment proposed by the administration and the amended appropriations bill passed 28-3 in the Senate and 68-27 in the House. Comments by administration finance officials during the presentation of the amended budget suggest there are serious concerns over the structure of the tax system, specifically related to an unexpected drop-off in franchise and excise tax collections.

109th General Assembly

Adjournment of the 2014 legislative session brings to an end the 108th Tennessee General Assembly. November elections will seat the 109th General Assembly. All 99 House members will stand for election and 17 of the Senate's 33 seats are on the ballot. In addition to impending budget pressures that seem likely to be present in 2015, the issue of state assessments will certainly be a topic of interest.

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Coalition's Business Members Maintain Support for High Standards, Tennessee Students.



Pictured above are members of Businesses for Tennessee Prosperity, a coalition of the four regional chambers of commerce in Nashville, Knoxville, Chattanooga, Memphis working alongside other business organizations across the state including the Tennessee Chamber of Commerce, the Tennessee Business Roundtable, and the chambers of commerce in Kingsport, Rutherford County, Robertson County and Hendersonville. Their recently released statement of support for the CCSS can be read in its entirety at www.tnprosperity.com.

Tennessee General Assembly Education Overview 2014..continued

PUBLIC CHAPTER	SENATE BILL	HOUSE BILL	SUMMARY	CATEGORY	
TBD	SB1112 by Kyle	HB1179 by Towns	Requires the state board of education to develop a uniform grading system for grades k-8 which LEAs may adopt.	accountability	
PC626	SB1724 by Johnson	HB2252 by Casada	Redefines the definition of "high performing school district" for purposes of the High Performing School Districts Flexibility Act; changes criteria around ACT/SAT scores.	accountability	
TBD	SB1863 by Tate	HB2082 by Love	Clarifies the number of days in which a student must be present in the classroom before the students TCAP scores are attributed to the specific teacher or school where the student is enrolled (150 days or 75 days on block schedule.	accountability	
TBD	SB0830 by Gresham	HB0702 by White M	So called "statewide authorizer" that bill creates an additional appeals process to the state board for denial of charter applications in districts that have a low-performing school (bottom 5% of schools statewide); the state board would become the authorizer although the LEA would have the option to be the authorizer when such an appeal is granted by the board, but the LEA could not place conditions on the approval.	charter schools	
TBD	SB2285 by Dickerson	HB1989 by White D	Revises the provisions governing the revocation or nonrenewal of a public charter school agreement; requires revocation if a charter school falls within the lowest performing 5% of schools (priority schools) after 2015.	charter schools	
TBD	SB2491 by Dickerson	HB2331 by Farmer	Allows a charter management organization to conduct meetings of its board of directors by electronic communication, if a physical quorum is not present at the meeting location without the determination that a necessity exists.	charter schools	
TBD	SB2002 by Massey	HB1735 by Sexton	Requires a report on dyslexia and requires in-service training for teachers and other training collaboration by the department of education with institutions of higher education concerning instruction related to dyslexia.	dyslexia	
TBD	SB2250 by Massey	HB2108 by Brooks H	Permits teachers and principals being evaluated to select the student achievement measures that represent 15% of their evaluations, if they can not agree with their evaluators on what should be used; requires the department to verify such measures correspond with the teaching assignment.	evaluation	
TBD	SB2342 by Bowling	HB2264 by Hawk	Prohibits the establishment of any rules, policies or guidelines to require the results from classroom observation evaluations to correlate with TVAAS statistical data	evaluation	
TBD	SB1453 by McNally	HB1558 by Ragan	Clarifies accounts to which local education funds are deposited; applies to Anderson County only.	funding, budgeting, BEP	
TBD	SB1464 by Norris	HB1403 by McManus	Creates a process for resolution of disputes regarding distribution of mixed-drink tax between school systems and local governments.	funding, budgeting, BEP	
TBD	SB2101 by Finney	HB1978 by Pits	Requires the state board of education to establish guidelines for the department of education to provide a fiscal note detailing the financial impact to LEAs of any proposed rule or policy.	funding, budgeting, BEP	

Tennessee General Assembly Education Overview 2014..continued

TBD	SB2277 by Dickerson	HB1894 by Marsh	Clarifies \$100 out of \$200 instructional supplies money be given to each teacher by October 31 so that the teacher may spend it at any time during that school year on instructional supplies as determined necessary by the teacher; requires LEA to send written explanation to education committees and commissioner for any noncompliance.	funding, budgeting, BEP	
TBD	SB2355 by Gresham	HB2076 by Forgety	Permits LEAs to readjust salary schedules for persons in non-teaching positions when there has been a change in LEA boundaries or creation or reactivation of an LEA.	funding, budgeting, BEP	
TBD	SB1924 by Finney	HB1846 by Johnson G	Authorizes and encourages the creation of community schools, which provide learning opportunities outside the regular school hours.	governance	
TBD	SB2063 by Southerland	HB1942 by Hawk	Permits municipalities to extend the terms of local school board members in order to comply with the general law and synchronize local elections to the general election.	governance	
PC513	SB1531 by Bell	HB1639 by Matheny	Extends the child care advisory council, June 30, 2019.	government operations	
PC491	SB1540 by Bell	HB1636 by Matheny	Extends the energy efficient schools council, June 30, 2019.	government operations	
PC495	SB1552 by Bell	HB1628 by Matheny	Extends the school bond authority, June 30, 2022.	government operations	
PC665	SB1554 by Bell	HB1606 by Matheny	Extends the Southern Regional Education Compact, June 30, 2020.	government operations	
TBD	SB2093 by Green	HB1969 by Pitts	Makes the children of armed services personnel who were killed or reported missing in action eligible to attend pilot pre-kindergarten programs and requires licensed child care agencies to prioritize such children on any waiting list for admission.	military children	
TBD	SB2311 by McNally	HB2133 by Ragan	Allows LEA employees who are not teachers, but who accrue sick leave, to participate in the LEA's teacher sick leave bank.	personnel	
TBD	SB1266 by Niceley	HB1129 by Hill T	Requires instruction on American and Tennessee government including an emphasis on American foundational instruments and instruction in American historical achievement. (* This was the bill that at one point was amended twice in the House to "postpone further implementation" of common core and PARCC respectively until July 1, 2016; those amendments were ultimately withdrawn).	standards, curriculum, data	
TBD	SB1835 by Gresham	HB1549 by Dunn	Establishes requirements for the adoption of educational standards; prohibits use of student data for purposes other than tracking academic progress and educational needs of students; amended at end of legislative session to: (a) include new provisions that prevent adoption of common core state standards beyond Math and ELA, (b) add a provision delaying PARCC testing, (c) keep TCAP testing one more year, and (d) require an RFP for testing in school year 15-16.	standards, curriculum, data	
TBD	SB1881 by Niceley	HB1697 by Butt	Requires the state board of education to include cursive writing in the course of instruction in public schools and requires the local board of education to provide instruction in cursive writing.	standards, curriculum, data	

Tennessee General Assembly Education Overview 2014..continued

TBD	SB1940 by Johnson	HB1871 by Coley	Makes technical changes to the statutes on family life curriculum; revises language (1) to provide that the curriculum must “emphatically promote only” sexual risk avoidance through abstinence and (2) specifies that the sexually transmitted diseases included in the curriculum include but are not limited to HIV/AIDS.	standards, curriculum, data	
TBD	SB2006 by Green	HB1973 by Pitts	Requires the department of education to maintain the unique personal identification numbers of students of active duty military parents or guardians in a separate database to identify and track these students if the students move to different schools across the state and country.	standards, curriculum, data	
TBD	SB2404 by Hensley	HB2167 by Butt	Requires dissemination by the department of education and LEAs to parents of information concerning state and LEA mandated tests.	standards, curriculum, data	
TBD	SB2460 by Finney	HB2295 by Pitts	Designates the month of August as “Women in STEM” month to raise awareness of the opportunities for women to pursue a career in a STEM (fields of study science, technology, engineering, and mathematics related fields).	standards, curriculum, data	
TBD	SB2559 by Bowling	HB2453 by Matheny	Requires that LEAs must make all teaching materials, including handouts readily available for review upon request by the parents or legal guardians; Official operating policies of boards of education must provide that a parent or legal guardian is entitled to review tests that are developed by and graded by a teacher of the parent or legal guardian’s child.	standards, curriculum, data	
TBD	SB2561 by Kyle	HB2479 by Akbari	Requires the state board of education, department of education and the office of research and education accountability to confer with other stakeholders and determine the best means of establishing a best practices clearinghouse that shall identify, develop and share best practices from models of education reform with K-12 public schools.	standards, curriculum, data	
PC614	SB1445 by Dickerson	HB1383 by Sexton	Adds administration of insulin to medications school personnel may volunteer to administer; requires administration of medication by school nurse, if one is on-site.	student health/safety	
TBD	SB1760 by Ketron	HB1658 by Brooks K	Prohibits counting walking to and from class towards the minimum of 90 minutes per week of required physical activity for public school students.	student health/safety	
TBD	SB1843 by Finney	HB2212 by Camper	Requires any law enforcement agency providing a school resource officer or other school security officer to have a policy on the use and discharge of a Taser or other stun gun on school property; policy must address training and documentation of use.	student health/safety	
TBD	SB1864 by Tate	HB2083 by Love	Requires the department of education to report the number of student referrals by the LEAs to the juvenile court by schools, local school districts, gender and race in the department’s annual report.	student health/safety	
TBD	SB2073 by Haile	HB2217 by Weaver	Defines as confidential, information relative to school safety plans; provides that meetings involving school safety plans are not subject to the open meetings laws; requires such plans be shared with local law enforcement; clarifies nothing in the bill prohibits sharing appropriate information with parents.	student health/safety	

Tennessee General Assembly Education Overview 2014..continued

TBD	SB2246 by Hensley	HB2049 by Gilmore	Encourages schools and LEAs to use various measures to limit students' exposure to harmful substances while at school.	student health/safety	
TBD	SB2356 by Dickerson	HB2079 by Powell	Makes changes and clarifications regarding criminal background checks; prohibits contact with children on school grounds where background check shows conviction of certain offenses including sexual offenses; requires notification to employer when convicted of certain offenses.	student health/safety	
TBD	SB2421 by Overbey	HB2294 by White M	Requires the departments of education and children's services to work together to enhance or adapt curriculum materials that focus on child sexual abuse, including such abuse which may occur in the child's home.	student health/safety	
TBD	SB1786 by Tate	HB1654 by Coley	Requires an LEA in which a student is transferring to another school to send the student's records, including disciplinary records, to the school to which the student transfers; requires an LEA from which a student is transferring to another LEA to send the student's records, including disciplinary records, to the LEA to which the student transfers; requires LEAs in transferring records to comply with FERPA.	student records	
TBD	SB1425 by Campfield	HB1906 by Holt	Allows LEAs to teach the history of traditional winter celebrations; allows students and staff to use traditional greetings of such celebrations; and allows LEAs to display winter celebration scenes or symbols under certain conditions.	student rights	
PC654	SB1793 by Haile	HB1547 by Rogers	Enacts the "Religious Viewpoints Antidiscrimination Act; provides an LEA may not discriminate against a student based on the religious nature of the student's speech or expression in a "limited public forum"; an LEA may have reasonable time, place, and manner restrictions and is not required to have a limited public forum.	student rights	
TBD	SB1856 by Crowe	HB1381 by Forgety	Permits and LEA to adopt a salary schedule identical in structure or salary levels or both to the one in use in 2012-13; expressly permits recognition of 1-20 years of experience and 5 education levels; adoption so such schedule may not reduce the salary of any certified personnel.	teacher compensation	
TBD	SB1813 by Massey	HB1758 by Haynes	Allows teachers scoring "significantly above expectations" on each of their last 3 evaluations to petition the commissioner of education for a waiver of any requirement for the renewal of their licenses.	teacher licensing	
TBD	SB2240 by Tracy	HB1375 by Forgety	Prohibits an educator's license from being non-renewed or revoked based on student growth data from tests or other forms of student test scores (has practical effect or prohibiting use of evaluation in licensure renewal or revocation).	teacher licensing	
TBD	SB2257 by Massey	HB2121 by Dunn	Provides that duty-free teacher time for instructional planning shall be allocated on an individual basis.	teacher rights	
TBD	SB2370 by Tate	HB2125 by Pitts	Includes non-tenured teachers in the law which permits a suspension of a teacher by the director of schools for three days or less when the suspension is not made in anticipation of dismissal; such suspensions require a less formalized due process.	teacher rights	

Grit and Self-Control

While grit and self-control are profitably studied as separate, narrowly defined constructs, our lab has also investigated the predictive power of Big Five conscientiousness, the broader family of personality traits to which they belong. In a national sample of about 10,000 American adults, we have found that conscientiousness is associated with higher levels of subjective well-being as well as higher earnings (measured using Social Security records), lifetime savings (assessed in semi-structured interviews), and self-reported subjective well-being (including life satisfaction, positive affect, and lack of negative affect) (Duckworth, Weir, Tsukayama, & Kwok, 2012). This finding is consistent with a meta-analysis my lab conducted examining associations between conscientiousness and earnings in smaller convenience samples using subjectively-reported measures of income (Roberts, Jackson, Duckworth, & Von Culin, 2011).

Cultivating Grit and Self-Control

The language we use to describe grit and self-control – words like “character” or “personality trait” -- may connote to some immutability. However, it is now well-established that traits change across the life course. So, while there is enough stability to traits to sensibly describe one individual as grittier than another, it is also true that children and

adults change their habitual patterns of interacting with the world as they accumulate additional life experience. In terms of intentional change, one promising direction for research is the correction of maladaptive, incorrect beliefs. For instance, individuals who believe that frustration and confusion are signs that they should quit what they are doing may be taught that these emotions are common during the learning process. Likewise, individuals who believe that mistakes are to be avoided at all costs may be taught that the most effective form of practice (deliberate practice – see research by Anders Ericsson) entails tackling challenges beyond one’s current skill level. The intervention work we are undertaking in close partnership with classroom teachers is being led by Lauren Eskreis-Winkler.

For self-control, our lab is studying strategies children (and adults) can use to weaken the strength of undesirable impulses and to heighten the accessibility of desirable impulses. These strategies all have the feature of making self-control easier, by reducing the expected value (i.e., attractiveness) of temptations and/or increasing the expected value of desirable behaviors.

Tennessee General Assembly Education Overview 2014..continued

TBD	SB1602 by Bell	HB2249 by Casada	Reconstitutes the state textbook commission as the state textbook and instructional materials commission; vacates all positions with new members appointed January, 2015; restructures process for textbook adoption with emphasis on transparency and local involvement.	textbooks	
PC678	SB1611 by Green	HB1977 by Pitts	Requires any waiver of rules, regulations or policies granted by the Department of Education to be posted on the department’s web site within five business days of approval; requires a rationale of the waiver to be included on the web site.	waivers	
PC672	SB2392 by Overbey	HB1799 by Swann	Revises the reason for which an LEA may apply to the commissioner for a waiver of a state board rule or regulation from “it inhibits or hinders the LEA’s ability to implement innovative programs designed to improve student achievement” to “it inhibits or hinders the LEA’s ability to meet its goals or comply with its mission”.	waivers	



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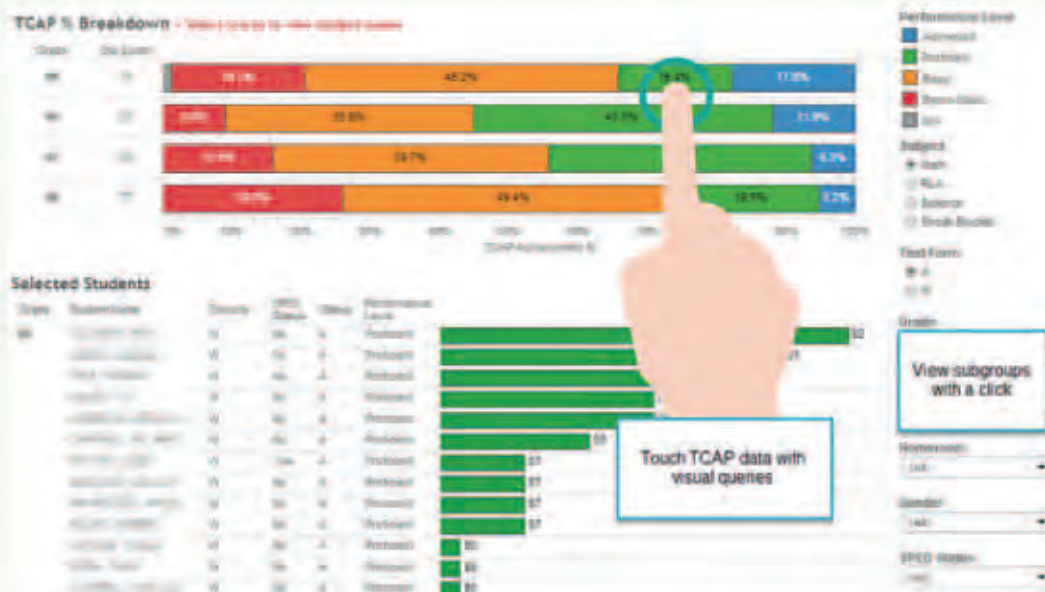
in the cloud

The TPA and Simplex Learning have teamed up to provide a data dashboard solution for TN Schools to perform a wide variety of data reporting and visualizations that connect key data points in the cloud at a reasonable cost.

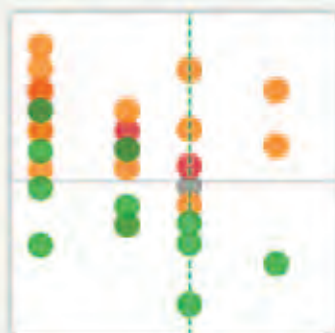


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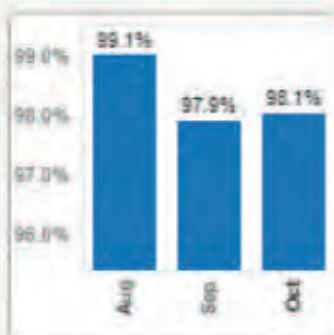
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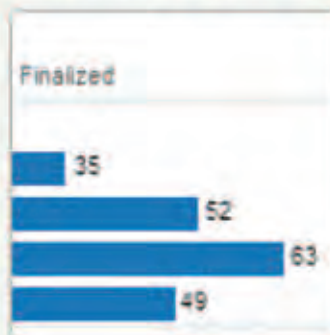
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