



BEST FOR ALL

We will set all students on a path to success.

Supporting Strong Literacy Instruction in this
Moment



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER

TN

Department of
Education

Session Features



Pre-Work



Video Guide



Guided Journal



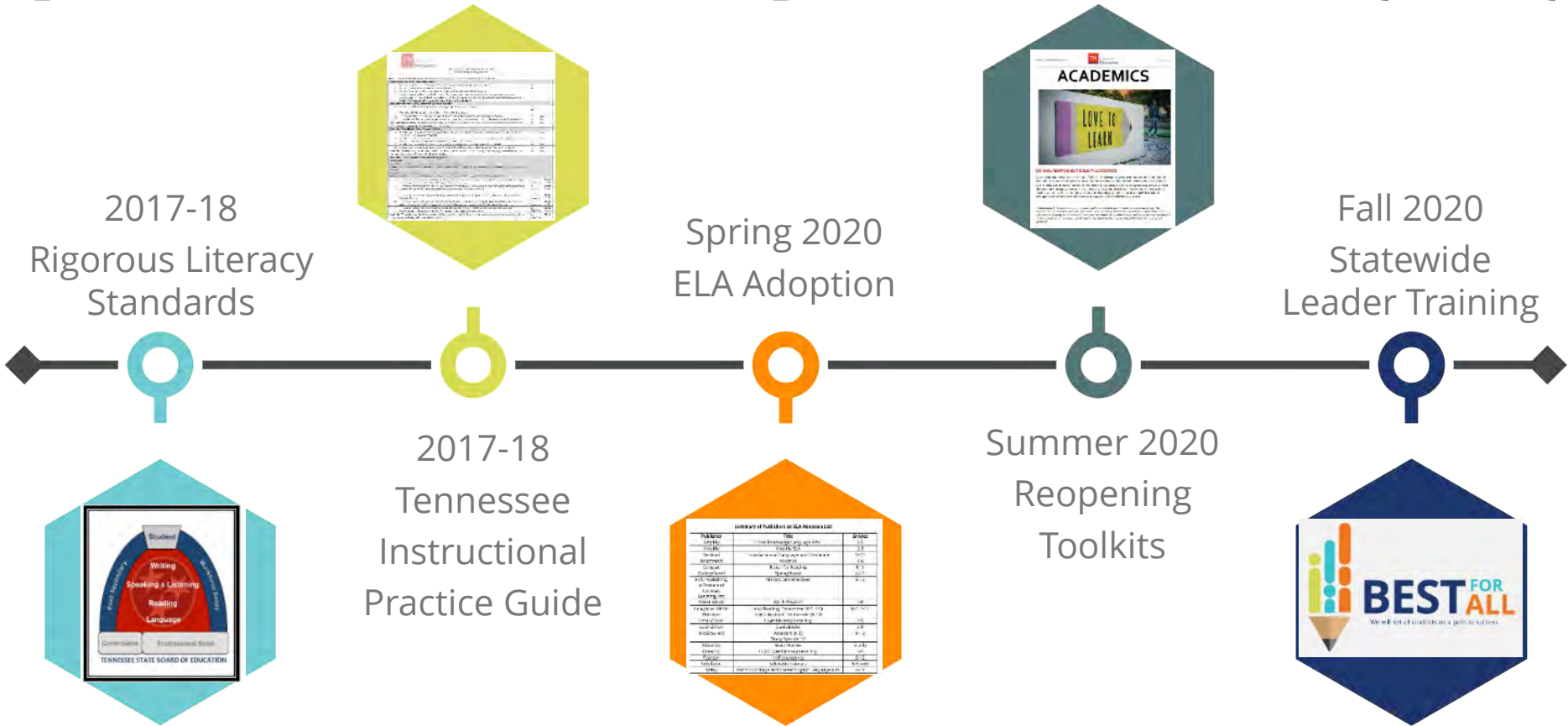
Objectives for Today



- Reflect on the opportunities inherent in this moment in education in Tennessee to dramatically improve literacy instruction for all students across the state
- Explore the Tennessee IPG as an anchor tool for assessing the quality of a virtual lesson that provides a strong literacy experience for students
- Compare the quality of the lessons you observed as pre-work to the Tennessee IPG to assess the quality of students' literacy experience and consider the feedback you would prioritize for the teachers and leaders in your buildings
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The intersection of planned for and unprecedented changes to instruction this year due to COVID-19 has dramatically accelerated the opportunity we have to improve student academic experiences with literacy this year.



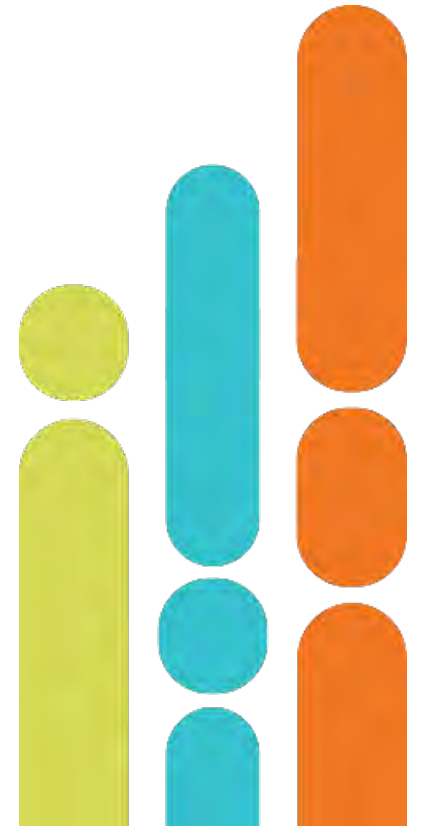
The TDOE is partnering with TNTP and the Council of Chief State School Officers (CCSSO) for a training series grounded in the best thinking and practices to accelerate student learning in literacy.

Not only do we need to leverage common tools and high-quality instructional materials this year, we need to work more strategically than ever before to accelerate student learning.

Principle

Definition

Access	Ensuring every student has access to a day of instruction every day regardless of the learning environment; in particular, districts should have solutions for each vulnerable student group that it serves.
Opportunity	Ensuring that vulnerable student groups will receive targeted supports, additional scaffolds, and increased entry points to instruction to accelerate their learning to be equitable to on-grade level peers.
Intervention	Student specific skill-based support in reading, math and writing as measured by a diagnostic assessment. Supports typically are delivered during Tier II and Tier III time; however, additional supports can be provided in Tier I instruction. Flexibility for delivery of supports will be needed within the reopening of school, but skill-based interventions should be delivered based on 2020-21 diagnostic data.
Remediation	Planning changes to instruction that help fill academic gaps that occurred due to school closures.

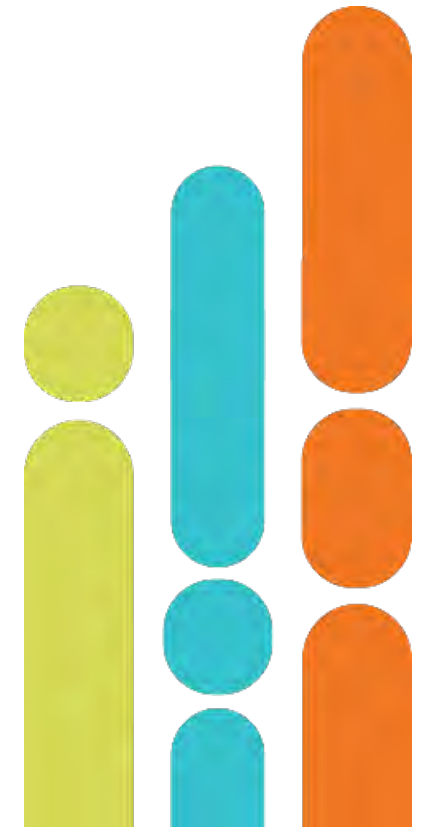


“Educators must plan to provide access for all student groups, opportunities for daily instruction for all student learners, and intervention/remediation supports for all learners... ” TN Reopening Toolkit

Both district and school leaders across the eight regions will participate in a five-part training series to improve student experiences at scale.

How will we improve the quality of the literacy instruction our students are experiencing, given the challenges associated with the 2020-2021 school year?

Guiding Questions	School Leaders	District Leaders
What does strong literacy teaching and learning look like in practice, whether in-person or remote?	✓	✓
Why is the TN IPG designed the way it is? What does research say about best practice to accelerate literacy learning? How can we leverage HQIM to support accelerating learning?	✓	✓
How can we use the TN IPG to support teachers and leaders to ensure students experience strong, accelerated instruction this year? What are my next steps to improve the quality of students' literacy experiences in the building(s) I support?	✓	✓



Engaging virtually will require your commitment to a cycle of pre-work and post-work as well as intentional participation during knowledge building and planning portions of our sessions.

SESSION 1

Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG

SESSION 2

Environmental Readiness

SESSION 3

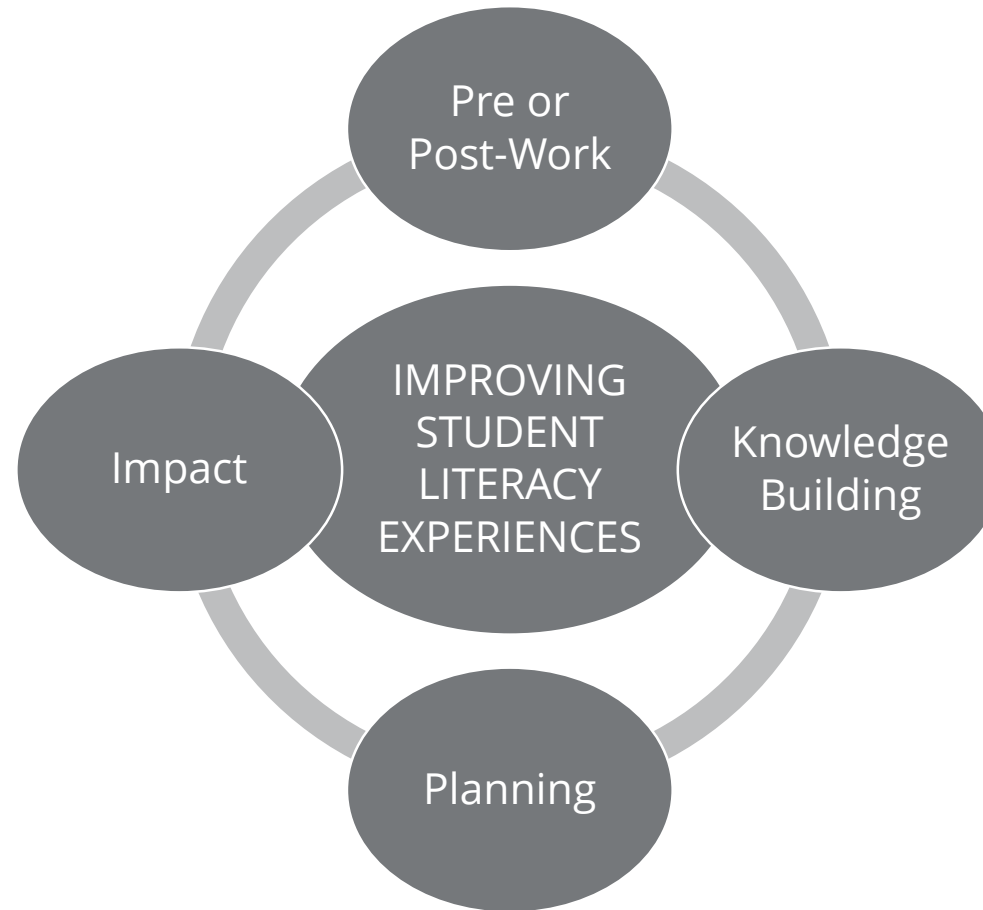
High-Quality Texts

SESSION 4

Effective Use of Questions and Tasks

SESSION 5

Opportunities for Student Engagement & Strong Intellectual Prep



REFLECT

- ” What about this moment feels hopeful to you with regards to improving literacy instruction for all students?
- ” What challenges do you know you need to overcome to make that possible? A barrier to virtual instruction? Another challenge?
- ” What questions do you have about this training series and/or how it is applicable in your school?



Guided Journal





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The TN IPG is a content-specific vision of excellent literacy instruction that all stakeholders can leverage to understand and improve student experiences.

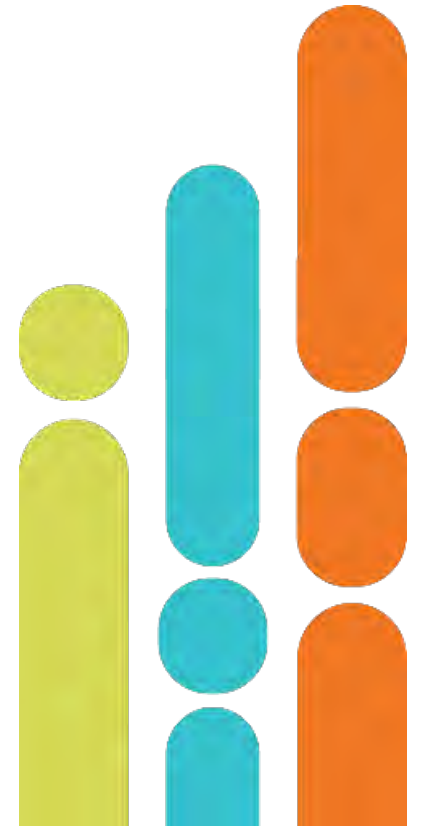


Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. 	Yes
<ul style="list-style-type: none"> Students follow behavioral expectations and directions. 	No
<ul style="list-style-type: none"> Students execute transitions, routines and procedures in an orderly and efficient manner. 	
<ul style="list-style-type: none"> Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. 	
<ul style="list-style-type: none"> Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 	
Core Action One: High-Quality Texts at the Center of Instruction	
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes No
Type of text(s) (circle): Information / Literary / Other Media or Format	
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes No
Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	Yes No
Core Action Two: Effective Use of Questions & Tasks	
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.	Yes No
B. Questions and tasks require students to use evidence from the text to demonstrate understand and to support their ideas about the text. These ideas are expressed through written and/or oral responses.	Yes No
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	Yes No
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	Yes No
Core Action Two Summary: Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.	Yes No

Pause the video to read and annotate the Tennessee Instructional Practice Guide (IPG).



The scale on this tool is designed to measure two components – the quality of the practice and the proportion of students who had access to the practice.

Understanding the Four-point Scale

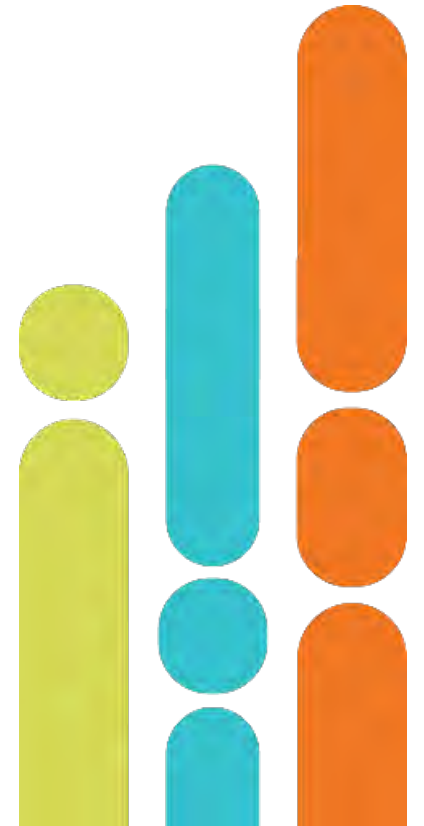


Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

Teacher provides some opportunities, and some students take them.

Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.

Teacher provides many opportunities, and most students take them.

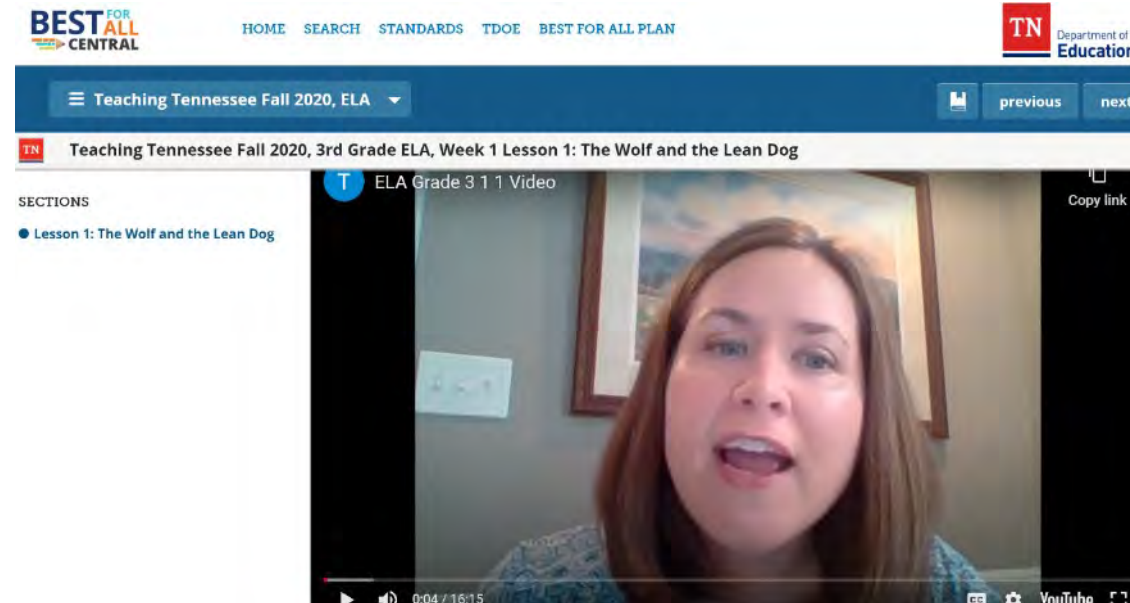


Watch this video of virtual ELA instruction and consider how the Core Actions are evident during instruction. You do not need to provide ratings.

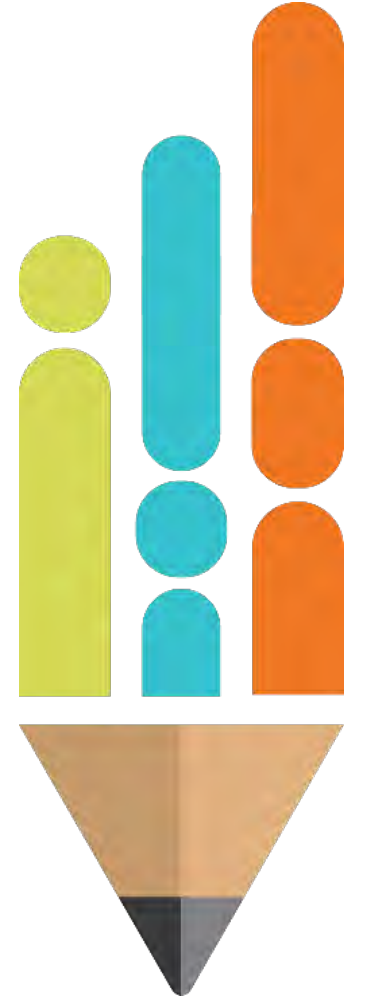
[3rd Grade, ELA Classroom, Lesson 1](#)

Prepare to Observe

1. Make sure you have a copy of the TN IPG ready from your electronic materials for this session.
2. Write down your evidence for High Quality Texts and Questions and Tasks.



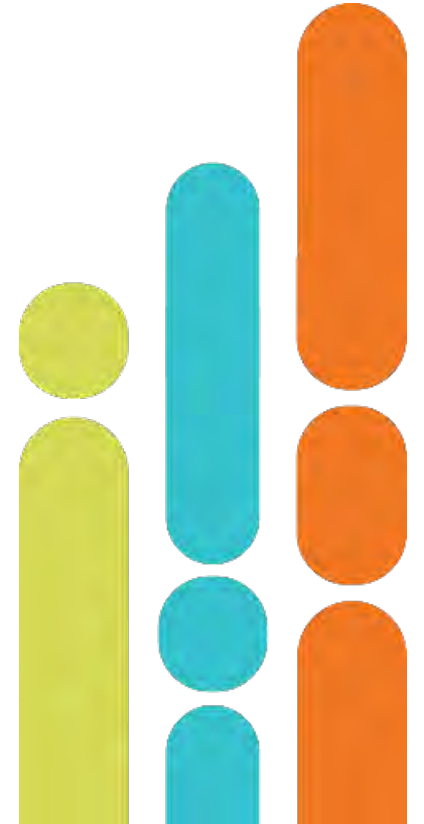
The screenshot shows a web browser interface for the Tennessee Department of Education's 'BEST FOR ALL CENTRAL' website. The page is titled 'Teaching Tennessee Fall 2020, ELA' and features a navigation menu with 'HOME', 'SEARCH', 'STANDARDS', 'TDOE', and 'BEST FOR ALL PLAN'. The main content area displays a video player for 'Teaching Tennessee Fall 2020, 3rd Grade ELA, Week 1 Lesson 1: The Wolf and the Lean Dog'. The video player shows a woman speaking, and the video title is 'ELA Grade 3 1 1 Video'. The video player includes a 'Copy link' button and a progress bar showing 0:04 / 16:15.



Use the Tennessee IPG to discuss the literacy experience of the students in this classroom.



- **Core Action 1**: Was there a strong text at the center of instruction? What was it?
- **Core Action 2**: Did the teacher pose questions that deepened students' understanding of the text, requiring grade-level analysis of the text?





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Leveraging the content we have discussed thus far and the TN IPG, reassess the quality of students' literacy experiences from the classrooms you observed for pre-work.

Are students in these classrooms having a literacy experience that will prepare them for college and career?

TN Department of Education
Tennessee Instructional Practice Guide (IPG)
K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness		Yes	No
<ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 			
Core Action One: High-Quality Texts at the Center of Instruction			
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Type of text(s) (circle): Information / Literary / Other Media or Format	Yes	No
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.		Yes	No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.		Yes	No
Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.		Yes	No
Core Action Two: Effective Use of Questions & Tasks			
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.		Yes	No
B. Questions and tasks require students to use evidence from the text to demonstrate understand and to support their ideas about the text. These ideas are expressed through written and/or oral responses.		Yes	No
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.		Yes	No
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.		Yes	No
Core Action Two Summary: Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.		Yes	No
Core Action Three: Opportunities for Student Engagement			
Rating Scale			
Yes - Teacher provides many opportunities, and most students take them.			
Mostly - Teacher provides many opportunities, and some students take them.			
Somewhat - Teacher provides some opportunities, and some students take them.			
Not Yet - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.			
A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.		Yes	Mostly
B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.		Somewhat	Not Yet
C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.		Yes	Mostly
D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.		Somewhat	Not Yet
E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).		Yes	Mostly
Core Action Three Summary: Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).		Yes	Mostly
		Somewhat	Not Yet

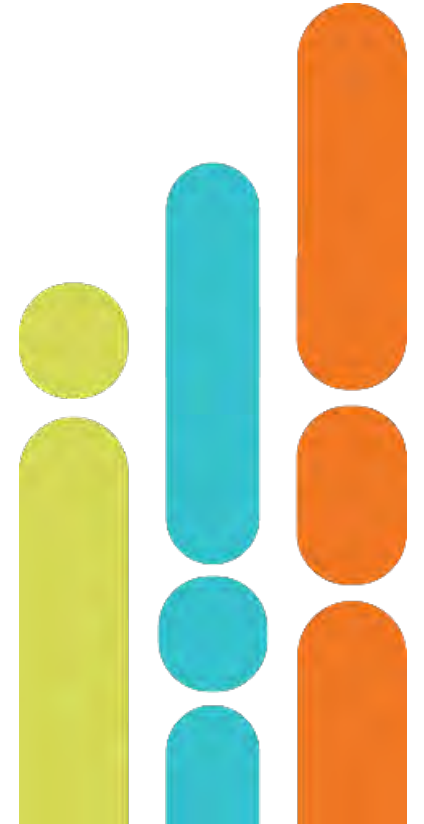
Guiding Questions

Culture of Learning: Were all students engaged in the work of the lesson from start to finish?

High Quality Texts: Was there a strong text at the center of instruction?

Questions & Tasks: Did the teacher pose questions that deepened students' understanding of the text, requiring grade-level analysis?

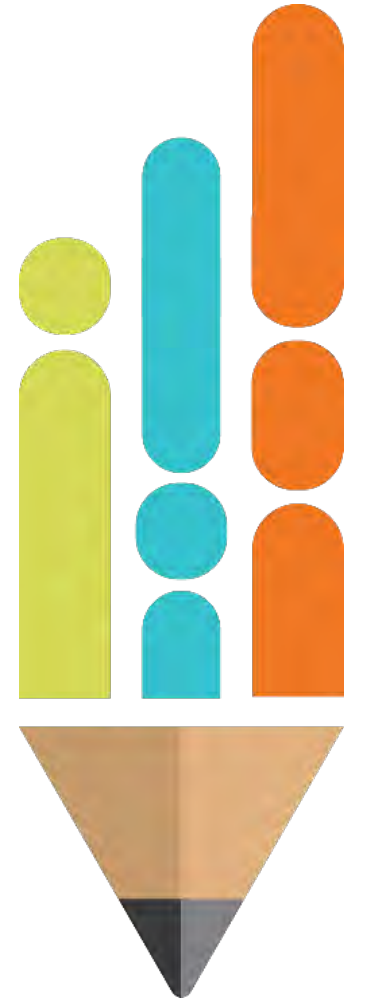
Student Ownership: Were students responsible for developing their thinking, analyzing the text, and synthesizing knowledge?



Looking for trends can support your efforts to strategically improve students' literacy experiences.



What area of feedback are you going to prioritize for your teachers and/or school? (*Culture of Learning, High Quality Texts, Questions & Tasks, or Student Ownership*)





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The TN IPG outlines the vision for excellent literacy instruction across the state that all regions, districts, schools, and classrooms should live out.



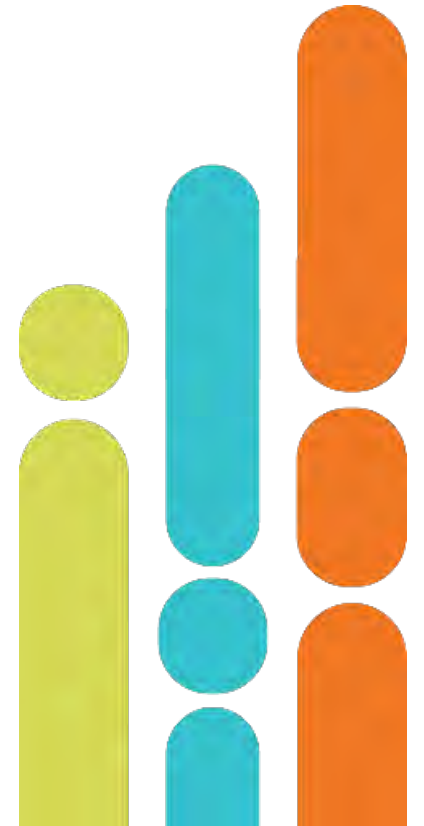
Reflection

Does your school have a clear vision of excellent literacy instruction?
If asked, would all your teachers articulate the same vision?

Does your definition encompass the key indicators of great literacy instruction discussed today?

- Put **high-quality texts** in front of all students every single day
- Have students focus on **standards-aligned tasks**
- Ensure **students do the work** and thinking

If you answered “no” to any of these questions, you likely need to work on your vision.



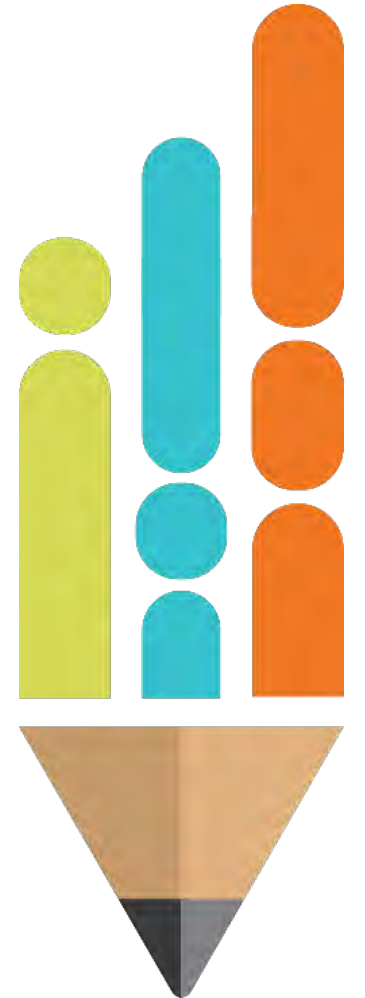
What is your vision of excellent literacy instruction?



TN Department of Education		Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons*	
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C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes	No	
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D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	Yes	No	
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B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.	Yes	Mostly	Not Yet
C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.	Yes	Mostly	Not Yet
D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.	Yes	Mostly	Not Yet
E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).	Yes	Mostly	Not Yet
Core Action Three Summary: Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).	Yes	Mostly	Not Yet

Pause the video and take 5 minutes to write a simple statement, no more than a few sentences, outlining a clear and specific vision of what you would want excellent literacy instruction to look like across your literacy classrooms.

Make it clear and simple enough that all your teachers could easily articulate the same vision after some initial training.



Preparing for Session 2: Setting Opportunity and Access-Focused Goals to Improve Students' Literacy Experiences

SESSION 1

Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG

Environmental Readiness

SESSION 2

In advance of the next session, observe at least three literacy lessons in your school using the Tennessee IPG as a guide. You don't need to "rate" the lessons yet – but share your reflections about whether students have access to strong environmental readiness in the lessons you've observed.

SESSION 3

High-Quality Texts

SESSION 4

Effective Use of Questions and Tasks

SESSION 5

Opportunities for Student Engagement & Strong Intellectual Prep



Thank you for participating! Please continue to independent study session 2.

Should you have additional questions about this session or training series, please reach out to:

Lisa.Coons@tn.gov

