



Tennessee Foundational Skills Curriculum Supplement Implementation Guide for District Leaders

Beginning-of-Year Logistics

- Bookmark and consult the link to the TN Foundational Skills Curriculum Supplement (TNFSCS) [webpage](#). This houses easy-to-access links to all currently available resources and will continue to be updated with additional resources.
- Determine educators' current level of knowledge and develop professional learning plan for district leaders, building leaders, teachers, and any other relevant stakeholders.
 - Develop structure for initial support. (Ex. Student Achievement Partners' 7 part mini-series)
 - Develop structure for ongoing support.
- Determine district expectations and communicate this plan with building leaders and teachers.
 - Scope and sequence
 - Scheduling
 - Assessment and progress monitoring including feedback for students
 - Communication with families and take-home materials
 - Feedback for teachers
- Develop roles and responsibilities for procuring and distributing materials and communicate this plan with building leaders and teachers.
 - Consult the [TNFSCS webpage](#) to access materials.
 - Consult the Introduction section of Unit 1 Teacher Guide for a complete list of materials needed for each grade level.
 - Printing for Unit 1:
 - Print the Teacher Guide for Unit 1.
 - Print decodables for all students. (These can be projected, but it is highly recommended that students have printed copies.)
 - Print sound cards and spelling cards on cardstock and laminate if possible.
 - You do not need to print the entire student workbook as teachers will determine which pages students need as they prepare, plan, and execute lessons.
- Develop structures and processes for ongoing support and reflection at district level.
- Develop structures and processes for student progress monitoring at district level.

Scheduling Guidance

- **How might districts provide scheduling guidance to school leaders?** Districts who want to provide strong foundational literacy experiences for K-2 students might set an expectation for school leaders to schedule a foundational literacy block of 60-75 minutes. This is in addition to the 60-75 knowledge-building block. (If 75 minutes is not a possibility, see the Teacher Guidance Document for flexibility).

Ongoing Considerations

- **How will you continue providing ongoing support for leaders and teachers?** From the experiences of successful curriculum adopters, the importance of scoping out how school leaders and teachers will be supported during implementation is critical. Consider how professional development will be ongoing, how the support will weave information from the Student Achievement

Partner modules, and how leaders and teachers will continue to develop a deeper understanding of foundational skills in application.

- **Have school leaders and teachers carved out PLC and/or planning time for unit and lesson preparation?** A collaborative and fluid approach to unit preparation and lesson development will be critical to success. The introductions to each unit are a great starting place for planning. The format provides information for not only lesson preparation but also for building a teacher's content knowledge about the specific skills taught and routines used in the lesson. Leaders might also find this information helpful as they build their own understanding of teaching foundational skills. During preparation time, great consideration will need to be focused on instructional supports, checks for understanding, and integration of remediation activities.
- **How are leaders and teachers being supported to ensure students are receiving the instruction and remediation needed?** The Assessment and Remediation Guide provides assessment information; each unit also includes embedded assessments. The guide includes baseline diagnostics, ongoing progress monitoring, and intervention strategies to reinforce daily foundational skills instruction.
- **Have leaders and teachers internalized the best practices in foundational literacy?** Observe in conversations and practice sessions: sounds first, systematic approach of building sounds, intentional coding of the letter patterns, and the absence of cueing.
- **What if leaders and teachers need additional support in implementation?** Watch the [TDOE Foundational Skills page](#) for additional supporting videos and resources to provide differentiated educator support. Also, ensure that a point of contact is designated in each grade/school for general questions.