

Common Core Implementation TN IHE's and Teacher & Leader Preparation Programs

Goals for Common Core (CC) Implementation with Institutes for Higher Education (IHE):

- To experience and explain the shift in standards (from TN standards to CC)
- To use and plan using CC standards and then have the ability to teach others how to do so
- To understand and explain student thinking by using student work as resource for teaching teachers how to unpack the standards
- To connect CC standards to TEAM/TIGER, etc. for teacher preparation revisions
- To connect arts and sciences with teacher preparation for CC implementation

IHE Common Core Advisory Board Purpose:

The purpose of the IHE Common Core Advisory Board is to set goals and timelines for CC training and implementation for all teacher preparation programs in the state of Tennessee. The council will be made up of 10 full members and ex-officio members who will agree to serve for 2 years. Each board member will agree to attend at least 2 meetings of the advisory board each year (fall and spring) in the Middle Tennessee region. In addition, board members must agree to assist colleges and universities in navigating the implementation of Common Core standards by serving as a contact for questions and concerns. Each full board member will receive an honorarium of \$2500 for serving each year.

Fall 2012: August and October meetings & TACTE presentation

Spring 2013: Two meetings

Summer 2013: Two meetings

Fall 2013: One meeting

Spring 2014: One meeting

IHE Common Core Advisory Board Members:

Kim Paulsen - Vanderbilt

Carlette Hardin - APSU

Alistair Windsor - Univ of Memphis

Beth Quick - UTM

Hal Knight - ETSU

Kim Finch - Cumberland

Richard Potts - Christian Brothers

Dovie Kimmons - MTSU

Susan Groenke - UTK

Pam Browning - Lee

Candice McQueen - Lipscomb/Ayers Institute (ex-officio)

Kandi Hill-Clarke - TBR (ex-officio)

Proposed Plan:

Common Core professional development for IHE's will be jointly developed, led, and coordinated by the Ayers Institute for Teacher Learning and Innovation at Lipscomb University, the Tennessee Department of Education, and the Tennessee Higher Education Commission. This professional development will be designed to support teacher preparation programs and their institutional units with implementing the Common Core Standards and PARCC assessments. The Model Content Frameworks (MCF), offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts, will also inform this work. While the 2011-12 version of the frameworks will be used initially, the refined version expected from PARCC in 2012 will be used when available.

The Ayers Institute proposes to lead the following initiatives:

- Building an understanding of the Common Core delivered in two stages of coordinated professional development for stakeholders in teacher preparation.
 - Part A: Creating and coordinating opportunities for key players in Common Core implementation for the state of Tennessee to participate in K-12 training together at various times and locations across the state. Successful implementation of Common Core Standards requires that pre-service teachers not only know the content (delivered by arts and sciences faculty), but also how to create plans, apply the standards vertically and across content (using the MCF vertical analysis), explain the standards in student-friendly language, and assess student learning against the standard (delivered by education faculty). Implementation of Common Core will create a focus on the importance of student mastery of these standards as measured by state assessments.
 - Ongoing implementation must be guided by knowledgeable K-12 leaders and coaches.
 - Colleges/departments of education (deans and faculty)
 - Colleges/departments of arts and sciences (deans and faculty)
 - Key leaders/coaches for K-12
 - Part B: Modeling and demonstrating the implications, implementation, and assessment practices necessary for integrating the Common Core Standards into teacher education programs. Part B will be tailored to college level instruction and will discuss, model, and target common core standards across content courses, in content methods courses, and in clinical practice. The Ayers Institute will design Part B to be offered in conjunction with Part A or shortly thereafter in regions across the state.

- Creating video models of teachers using common core standards, language, strategies, and assessments in the classroom. The video models will be accompanied by voice narration and text describing the content standard (so teachers know what students should know and be able to do), how it is being approached and assessed, and what instructional strategies are appropriate to implement the demonstrated Common Core standard within the specified content and grade level.
- Creating tools and resources that accompany videos that illustrate the standard being used in practice for pre-service teachers and those who prepare them
 - Think-aloud narratives of how lessons were conceptualized and prepared
 - Lesson plans
 - Unit plans
 - Formative assessments
- Creating a Handbook for Common Core Content Pedagogy for Teacher Educators that will be provided to all IHE/teacher preparation programs in the state. This handbook will include a variety of resources designed to be used in preparing teachers to teach the Common Core Standards effectively to Tennessee's students.
- Coordinating an ongoing IHE/teacher preparation Common Core Advisory Board that will partner and collaborate with the Tennessee Department of Education and the Tennessee Higher Education Commission to provide ongoing guidance and information regarding the implementation success and needs of the IHE/teacher preparation community across the state
- Supporting efforts to create dialogue about teacher preparation program changes that must result from Common Core implementation

Framework for Discussion - IHE Common Core Advisory Board

Common Core integration must be considered in a larger framework of teacher preparation change.

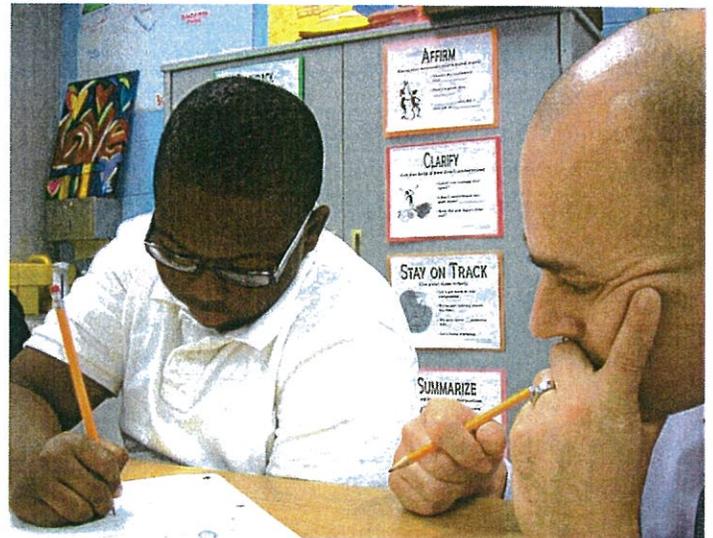
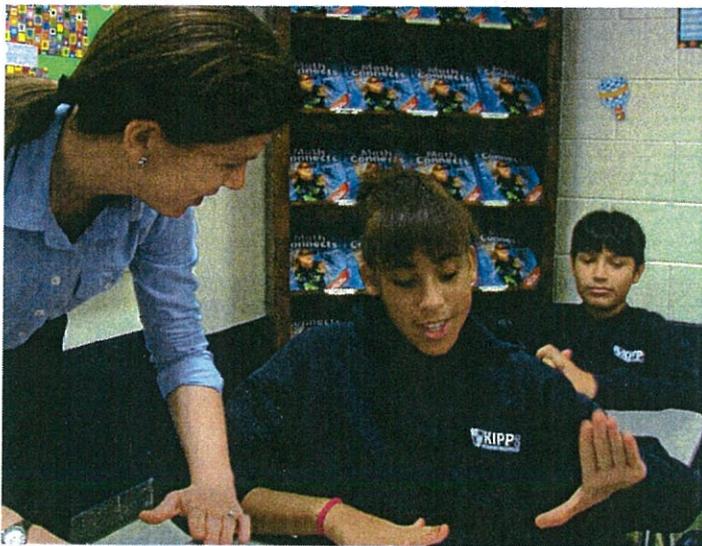
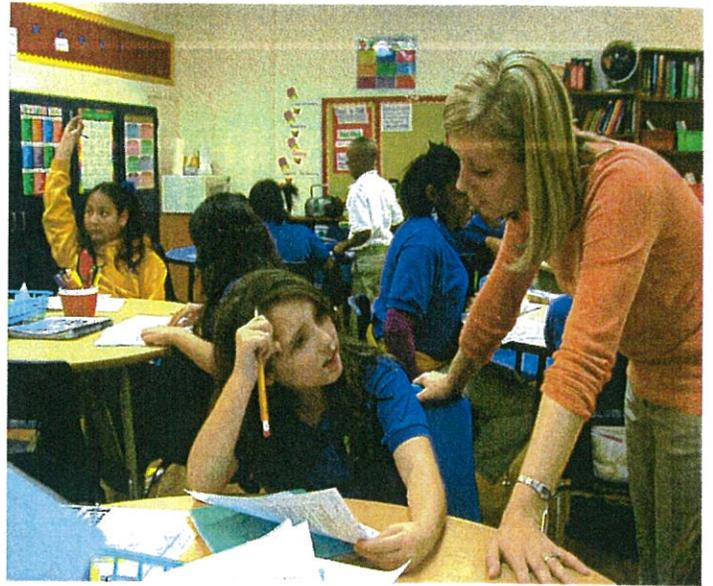
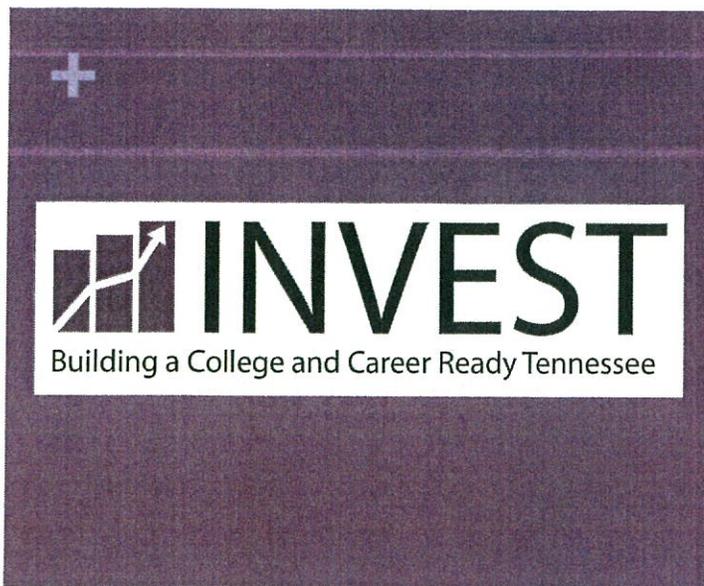
1. Recruitment and selection (who should teach) of teacher candidates
 - a. What necessary characteristic(s) cannot be “taught” to an aspiring teacher through a prep program?
 - b. How can we recruit and select to minimize teachers in our programs who don’t have the necessary “talent” or in tangible characteristics to be successful?
 - c. What minimum standards should exist? How do we achieve this on our various campuses? How do we maintain supply and diversity of candidates in all regions of the state?
2. Curriculum for teacher candidates
 - a. Beliefs about students (who we teach)
 - b. Content and content pedagogy (what to teach)
 - c. Brain-based strategies for student engagement/assessment (how we teach)
3. Clinical placements & partnerships (when & where to teach) for teacher candidates
 - a. How should field experiences be designed to help scaffold the attainment of necessary knowledge, skills and competencies?
 - b. When should these occur?
 - c. Where should these occur?
4. Modeling, practice and reflection (how to teach)
 - a. Resources to demonstrate how to teach
 - b. Resources that focus on planning of instruction
 - c. Resources that connect to teacher performance indicators
5. Beliefs, values and dispositions (why to teach)
 - a. How do we view various communities?
 - b. How do we view children?
 - c. How do we bring our “best” self to the field of education?



The INVEST Project

The Year 1 videos and materials are currently available. The Year 2 resources will be released in January 2014. The Year 3 resources will be released in summer and fall 2014.

INVEST Materials for Year 1	Delivery
Website for video and materials hosting	X
Video—Introduction to CCSS	X
Video—4 th grade math	X
Video—5 th grade math	X
Video—7 th grade math	X
Video—5 th grade ELA	X
Video—Math Practice Standards	X
Year 1 Training for IHE Faculty (5 sites across state, one two-day training at each site)	X
Handbook and resources for training	X
IHE Advisory Board—Year 1	X
INVEST Materials for Year 2 (Fall 2013-Spring 2014)	Delivery
Continue website for video and materials hosting Year 2	SP 14
Video—Biology I	Jan 14
Video—English II	Jan 14
Video—PLC collaboration	Jan 14
Video—1 st grade reading	Jan 14
Video—Algebra I	Jan 14
Video—3 rd grade Social Studies/Literacy	Jan 14
Handbook and resources—additions for training	Jan 14
Year 2 Training for IHE Faculty (Spring 2014, regional sessions TBD)	SP 14
IHE Advisory Board—Year 2	F 13 - SP 14
INVEST Materials for Year 3 (Summer 2014-Spring 2015)	Delivery
Expand video hosting	F 14
Video—TEAM intro	Summer/Fall 14
Video—TEAM – instruction 1	Summer/Fall 14
Video—TEAM – instruction 2	Summer/Fall 14
Video—TEAM – instruction 3	Summer/Fall 14
Video—TEAM - conferencing	Summer/Fall 14
Video—K-2 reading	Summer/Fall 14
Video—high school ELA/Literacy	Summer/Fall 14
Year 3 Training for IHE Faculty (Summer varied options, TBD)	Summer 14
IHE Advisory Board – Year 3	Summer 14 – F 14



+ Using The INVEST Project in your Teacher Prep program

- **Visit the website at www.lipscomb.edu/ayers/invest and check out the Year 1 CCSS videos to use in your IHE courses**
- **Download the Facilitator's Guide with activities and discussion questions for each CCSS video**
- **Access Common Core State Standards information to share with your IHE colleagues and students**
- **Discuss CCSS lesson plans and student work**
- **Check back in January for the release of Year 2 videos**