

Parent Communications

October 3, 2013

Dr. B. J. Worthington, Director of Schools, addressed the partial lockdown situation that was happening in the school district on this day. He emphasized that student safety is the utmost concern and explained the partial lockdown and how information about each situation guides the decision-making process. He stated that the district always makes sure that accurate and consistent information is provided as quickly as possible while staying mindful of law enforcement investigations and actions.

Dr. Worthington provided information on “White House to the School House”. He used a diagram representing how ideas and legislation at every level -- federal, state, and local -- impact the school districts. Race to the Top is the federal program aimed at improving the state’s education standards. In order for Tennessee to receive Race to the Top money, they agreed to several things. Tennessee agreed to adopt the Common Core standards. The Common Core standards are more rigorous than the Tennessee Diploma Project standards. For Tennessee teachers, this is the third set of standards in the past six years. The PARCC assessment is also part of the agreement. We are in the process of transitioning to this assessment now. The teacher evaluation system is now impacted by student test scores. Also, teacher unions bargaining rights have changed to a “collaborative conferencing” process.

Dr. Worthington described the difference between the State Board of Education and the State Department of Education and how each is affected by the Governor and state legislation. The State Board of Education is the policy making entity. The State Department of education puts into place procedures for how policies and laws will be implemented. The school district takes the legislation, policy, and procedures and makes sense of it at the school level.

Secondary Curriculum Director Dayna Paine spoke about where the district is now in implementing Common Core. Common Core has been implemented in kindergarten through 2nd grade. We are currently in the middle of the transition, and work is continuing in training teachers what Common Core looks like so they will be able to use the standards next year. Common Core is for English/language arts and math. Science, social studies, and technical subjects have not changed standards, but have added literacy to those subjects. Literacy standards are embedded into the subjects meshing the areas together.

Ms. Paine stated that Common Core standards have been accepted by 45 states, DOD, District of Columbia, and four U. S. territories. The standards are in alignment with expectations for college and career readiness. The standards provide for the inclusion of content and the application of knowledge through higher-order thinking. Common Core standards are designed to be fewer, clearer, and deeper. Emphasis will be on thinking skills and problem solving.



In Transition

- From TDP Standards (2013-2014)
 - To Common Core State Standards (2014-2015)
 - ELA
 - Math
 - Literacy in science, social studies and technical subjects

More about the CCSS

- Currently adopted by 45 US states, the District of Columbia, DoDEA, and 4 US Territories
- Align with expectations for college and career success
- Inclusion of content and the application of knowledge through higher-order skills
- Emphasis on thinking, problem solving, and creativity

Differences in Standards

TDP 8th grade English
1 of 19 CFUs in Writing

- **Write** in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative

CCSS 8th grade English
1 of 10 Writing Standards

- **Write** arguments to **support** claims with clear reasons and relevant evidence; **Introduce** claim(s), **acknowledge** and **distinguish** the claim(s) from alternate or opposing claims, and **organize** the reasons and evidence logically.

Differences in Practice

TDP 8th grade English

- Write an essay telling where you would like to go in time and explaining why you would like to visit there. Support your ideas with specific examples and details.

CCSS 8th grade English

- After reading a passage, write an essay in which you delineate Emerson's claims that technological advancement sometimes hinders society by increasing people's reliance on machines. Evaluate Emerson's argument; assess whether his reasoning is sound and his evidence is relevant. Support your analysis with evidence from the passage.

Differences in Standards

TDP 8th grade math

- **Use slope** to analyze situations and **solve** problems.
- **Identify** x- and y-intercepts and slope of linear equations from an equation, graph or table.

CCSS 8th grade math

- **Understand** the connections between proportional relationships, lines, and linear equations.
- **Graph** proportional relationships, interpreting the unit rate as the **slope** of the **graph**. **Compare** two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to **determine** which of two moving objects has greater speed.

Differences in Practice

TDP 8th grade math

- Points (15, 31) and (27, 35) are both located on RS. What is the slope of RS?

CCSS 8th grade math

- While working on a term paper, Donald noticed that he had typed 2400 words in 1 hour. After researching, he found that a professional typist can generally type 50 words per minute. In order to compare his typing rate to the typing rate of a professional typist, Donald made a table. Find both Donald's typing rate and the professional's typing rate. State whether Donald or the professional types faster. Use equations and/or words to explain your thinking *and* graph the results.

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