



Don't forget elections for the Tennessee General Assembly!

Make sure to go vote, and to vote for pro-public education candidates!

See page 8.

Every Student Succeeds Act shifts power back to the state on major education decisions

Now that No Child Left Behind is gone, we have a major opportunity for change



For nearly 14 long years, students and educators lived under the deeply flawed No Child Left Behind (NCLB) Act. NCLB ushered in an era of high-stakes standardized testing, an increase in federal control of education, and a decline in the role of teachers and parents to impact what happens in local classrooms.

It was clear for many years that the law needed to be changed. Now it has, and the change provides an important opportunity to reexamine every aspect of what we are doing in Tennessee, from standardized testing to school improvement.

In 2015, Tennessee's Sen. Lamar Alexander partnered with TEA members and reached across the aisle to pass major legislation fundamentally reducing federal mandates in education.

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With state officials recognizing break in data chain, time to end TVAAS now

Can there be a valid TVAAS score during the initial transition from TCAP to TNReady? TEA has always insisted that the answer is no. Now, state testing officials are verifying that the new tests not only test different material, they test it in a different way.

According to a report from *Chalkbeat*, the state's Assistant Commissioner for Data and Research, Nakia Towns, recently said that comparing TNReady scores to previous test scores is like comparing apples and oranges. Towns noted that TNReady is a whole new test with whole new set of expectations, according to the report.

"We've always known TVAAS added little value to teacher evaluations," said TEA President Barbara Gray. "Now, we know that any TVAAS score generated this year based on a TCAP to TNReady comparison is simply invalid."

According to the *Chalkbeat* report, Towns noted this significant difference in announcing a state policy proposal that

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Fall in graduation rate is more bad news for ASD

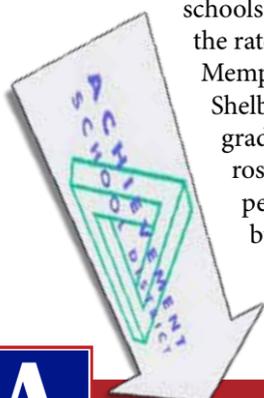
There's more evidence that the state's Achievement School District (ASD) should be renamed the "Underachieving School District" after graduation rate results were recently released. While the state graduation rate climbed to 88.5 percent, up nearly a full point, the ASD showed a graduation rate of 40.4 percent, down 7.4 points from last year. The ASD's high schools included in the rate are all in Memphis, where Shelby County's graduation rate rose to 78.7 percent, a bump of more

than two full percentage points.

The bad news for the ASD, the state's failed attempt at school takeovers, comes following the release of a recent study by researchers at Vanderbilt University which found that while schools in Shelby County's district run iZone showed positive results in student achievement, schools in the ASD showed no significant improvement.

A previous analysis of ASD results showed that of the schools taken over by the state's turnaround district, two-thirds remain in the bottom 5 percent of all schools in the state in

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STATE PAY INCREASE!

Not all districts are passing raises to teachers; TEA to seek legislative solution

The Tennessee General Assembly this year passed a budget that included a 4 percent increase in BEP salary dollars sent to local districts. At the same time—and only because of TEA's lobbying efforts—a budget provision was added, requiring that BEP salary funds are sent into teachers' paychecks.

A couple months into the new school year, preliminary figures suggest that teachers across the state could see average raises around half of what was promised. Why hasn't a 4 percent increase in BEP salary money meant at least a four percent raise for teachers?

First, the controversial pay scale instituted by former Education Commissioner Kevin Huffman

is still in effect. This plan reduced the state's minimum salary schedule to three steps, eliminating required annual raises for teachers. So, while funds may be going to teacher salaries, they won't necessarily go to every teacher.

Next, a number of districts use some form of differentiated or performance pay. These systems provide a raise to some teachers in a district, but not to all. A district can comply with the salary funding mandate and still end up with an average teacher salary increase well below 4 percent.

Third, in some cases, districts are using the money to hire new

PAY RAISES UPDATE
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Not an easy profession, but one for which there is much to be thankful



November is one of my favorite months. This is the time of year our conversations, thoughts and social media news feeds start filling up with lists of all of the things we are thankful for in our lives. It is easy to get weighed down in our day-to-day routines and overlook our many blessings. Looking back on another year of serving as your TEA president, I have so many things for which to be thankful.

I am thankful to be a part of the largest and strongest professional association for educators. Leading an organization of tens of thousands of my closest colleagues who are ready to stand strong for their kids, their coworkers and their profession, is a tremendous

honor for me. TEA members work together to make sure every child has access to a great public education.

I am thankful for the dedication of Tennessee teachers. I know that some days you think to yourself, "What was I thinking becoming a teacher?!"

I have had the same thought too many times to count. Our love for our students keeps us going on the hardest of days, but feeling appreciated helps, too. I want you to know that I see the long hours you put in, I see the thought that goes into every lesson plan and the time spent worrying about your students. I appreciate you.

I am thankful for the parents who trust Tennessee teachers with the most important job of teaching their children.

I am thankful for our students. Children today are taking on more stress than ever before and learning in an environment that places inappropriate emphasis on high-stakes testing. I am thankful for the students who are persistent in their pursuit of an education, tune out the toxic testing and believe their teachers when we say, "You are more than a score!"

I am thankful for the parents who trust Tennessee teachers with one of the most important jobs in the world – educating their children. Surveys repeatedly show that despite the negative anti-teacher rhetoric, survey participants consistently rank their local public schools and teachers as above average. We all know how much the parent's trust and support can impact a student's academic success.

I am thankful for elected officials who prioritize our students and public education over campaign contributions. Unfortunately, it's not always easy for elected officials to stand with us on important issues like standardized testing, private school vouchers and school funding. Anti-public education groups are pouring unbelievable amounts of money into state and local elections in an attempt to defeat public education supporters.

I am thankful for TEA's hard-working staff members. You would not believe the work that goes on behind the scenes to support our members statewide and advocate for our students. Many staff members are former educators who have been in your shoes. We have a team who really understands what our members go through day-to-day, and as a result, are able to provide unrivaled local support, professional development, legal representation and more.

This is not an easy profession we chose, but we are still surrounded by so many things for which to be thankful. I hope you will take time as Thanksgiving approaches to look for and appreciate the blessings in your life. I certainly count you among mine.

Come see my table at TEA

Please let me know if you are ever at the TEA building. I would like to show you a little round table in my office. The table itself is nothing special. What happened around it shows another reason to be a proud member of the Tennessee Education Association and the National Education Association.

It happened in early 2015. Senator Lamar Alexander's office called and asked if the senator's top aides could come and have a discussion with TEA leaders on the bill that later became the Every Student Succeeds Act (ESSA). ESSA was a bipartisan proposal by Alexander and Washington Sen. Patty Murray to reauthorize the Elementary and Secondary Education Act (ESEA). The last time ESEA had been reauthorized it was replaced with No Child Left Behind (NCLB).



President Barbara Gray, our chief lobbyist Jim Wrye and I met with them in my office. We sat around my table and talked about how NCLB needed to end – taking with it the federal mandates that had created Adequate Yearly Progress (AYP) and the over-use of standardized testing. As you know, results of the NCLB testing mania

have included replacing student learning time with test prep, creating teacher evaluation systems around test scores, and using test scores to replace public schools with other alternatives like for-profit charters. Another important part of our discussion was pointing out that if major changes were allowed, they would not be successful unless actual classroom teachers were involved in designing a new system that would really work at both the district and state levels to improve student learning.

Once we had our discussion, our guests told us they would be sending us a first draft of the bill to look over. We shared the notes from our discussion with the NEA lobbyists who were working on the reauthorization of ESEA in Washington. We also shared the follow-up information that Alexander's office sent us when the draft of the bill was put together.

The bipartisan support to end No Child Left Behind started at this humble table at the TEA building in Nashville.

The NEA lobbyists then worked to gather support in Congress for the bill. They also alerted NEA members nationwide to join in on the lobbying effort. TEA representatives on the NEA Board and President Gray were joined by the rest of the state presidents and NEA board members to lobby in their home states as well as when they were in Washington, D.C., in support of the bill.

And then in December of 2015, ESSA passed. NCLB is no more. However, the battle is not over. While the federal mandates of NCLB from the federal government have ended, the state of Tennessee put many of them into our state law and in our state department regulations. Now, all of us have to join together here in Tennessee to make sure our legislature, the state Department of Education and school districts take advantage of the new flexibility to make the changes real in Tennessee classrooms – which brings us to the importance of how all local associations need to become involved.

Locals are already forming local ESSA implementation committees. Please check with your TEA UniServ coordinator about forming a local committee or about how your local can become a part of TEA's state organizing campaign to use ESSA to make changes in the areas of testing; teacher evaluation; teacher preparation; school accountability and school takeovers.

Next time someone asks you why they need to be a member of the local, state and national association, feel free to tell them about my table and what happened here because the people sitting around it were connected to the association leaders whose collective action brought down No Child Left Behind and gave us an opportunity to redesign the system ourselves through ESSA.

TEA joins testing lawsuit in Metro Nashville

TEA has joined an appeal filed by a former Metro Nashville Schools student over the district's testing practices.

TEA general counsel Richard Colbert filed the "friend of the court" brief in mid-October in support of student Toni Jones' appeal to the Tennessee Court of Appeals.

The original lawsuit was filed by Jones, who claims she was passing Algebra I at the Pearl-Cohn High School in Nashville, but was taken out of her class and placed in a computer lab to study Algebra on her own, without a teacher being present.

A Davidson County Chancery Court judge sided with Metro Schools earlier this year and ruled to throw out Jones' lawsuit.

"The case arises because school officials attempted to control the data generated in a class by excluding certain students from taking the EOC test that would produce that data," Colbert wrote in the TEA brief. "The school's effort was taken at the expense of the Plaintiff, who was placed in a classroom without a teacher. This sort of decision-making at the school level undermines the goal of having great public schools for all students."

In addition, TEA pointed out in its brief that "the notion that public education can be delivered to students without a teacher being present is at odds with Tennessee Supreme Court precedent and at odds with fundamental educational principles."

According to Jones' lawsuit, she was placed in a computer lab to study Algebra on her own after she had performed poorly on practice tests.

As reported earlier by *NewsChannel 5*, the practice was common in some Nashville high schools.

"We have asked the court to rule that the presence of a teacher is a necessary element of a student's public education," said Steve McCloud, TEA's head of legal services. "As we battle the high-stakes, high-pressure testing environment in our schools, it's important to not lose sight of what's truly important in student learning – the presence of a teacher."

Colbert wrote in the brief that Jones' placement in a computer lab disregards the student's interest entirely, sacrificing that interest for the sake of the school's performance on a standardized measuring tool used by the state.

"It is inconceivable then that a student like the Plaintiff, regarded as struggling because of her performance on a 'pre-test,' would be placed in a classroom with no teacher at all," Colbert wrote.

Metro attorney Melissa Roberge argued in her brief to the Court of Appeals that "a student

does not have a constitutional right to a particular course placement or to mandate what he or she believes to be the most appropriate education."

An appeal hearing is yet to be set by the court.

"It is a fundamental principle of TEA and Supreme Court precedent that teachers are the most important component of a child's education. We will continue to uphold this principle across Tennessee, and we will make sure it is followed," said McCloud.

It is clear TEA has been extremely successful in the courts in recent months (see updates below).



TEA Assistant Executive Director for Legal Services Steve McCloud guides the vast TEA efforts in the courts.

TEA VICTORY IN SHELBY COUNTY

TEA's legal team took Shelby County Schools to federal court on behalf of members who were "excessed" and denied their tenure rights. Shelby County Schools allowed a principal or director to lay off teachers regardless of tenure status. On August 3, 2016, the federal judge agreed with TEA that tenure must be respected and that the law must be followed when staffing positions within the district, and now those members are entitled to reinstatement and full back pay.

TEA WIN IN BEDFORD COUNTY

A recent ruling in a TEA lawsuit filed in Bedford County proves that MOUs signed through collaborative conferencing can have the legal significance of a signed contract.

The Bedford County Board of Education was bound by the MOU negotiated by the Bedford County Education Association to pay a certain level of its teachers' health insurance premiums. When the board refused to pay, TEA's legal team went to work - and won a year and a half worth of premiums.

ASD data shows downward trend in state takeover experiment

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terms of student achievement. The other third of original ASD schools barely moved, still ranking in the bottom six percent of all schools in the state.

"We support turnaround models that are proven and evidence-based," said TEA President Barbara Gray. "The iZone in Shelby County demonstrates that when educators design a model, it can be effective. What we're seeing with the spectacular failure of the ASD is what happens when you turn schools over to privatizers who are more focused on profits than pupils."

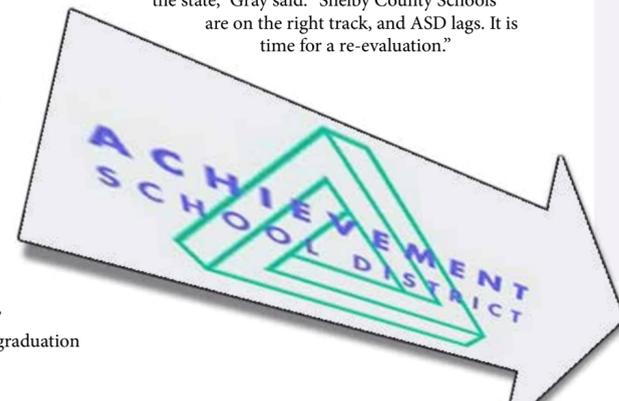
The Memphis NAACP has called for a moratorium on ASD expansion, a position supported by the TEA.

"The ASD needs to take a step back, focus, and drill down on what works," said Gray. "A drop of seven points in graduation

rate is not acceptable. Those aren't just data points, those are students being failed by our state's takeover of schools in our communities."

The news of a drop in graduation rates is compounded by the overall poor ASD growth score of a 'one' for the past two years.

"Data is supposed to be the determining factor for the state," Gray said. "Shelby County Schools are on the right track, and ASD lags. It is time for a re-evaluation."



TENNESSEE EDUCATION NEWS IN BRIEF

Educators leaving low-performing schools

In an internal review, Metro Nashville Schools found the largest issue holding priority schools back was teacher mobility.

"There is significant mobility among the teachers, students, principals, and at the central office level," according to the report. "The inconsistency we have found is student achievement is directly linked to the mobility of critical people in the organization. Improving performance is going to require stability of educational practice and stability in leadership."

Could this be because of the widespread use of punitive testing? Perhaps it's time to move away from the system that doesn't work.

Among issues keeping teachers and staff in priority schools, the district also outlined inconsistencies in coherence and leadership, issues with culture, the absence of processes and structures around existing initiatives and large disparity in program options in priority schools versus other schools in the district.

"The relationship with principals has been contentious and stifling," according to the report. "A culture of 'us versus them' appears to have been the norm between principals and central office leaders. At the school level, the culture and climate is no different."

MNEA leads push for collaborative conferencing

For the first time since the Professional Educators Collaborative Conferencing Act was passed in 2011, Metro Nashville teachers have cleared the first hurdle in creating an MOU to protect teacher rights and working conditions. The Metropolitan Nashville Education Association led the effort to gather the required signatures to petition the local school board to begin collaborative conferencing. The next step will be a vote of all MNPS teachers.

"MNEA is confident that teachers will support the principle of increasing their voices in the formation of policy that impact their working lives, and MNEA is ready to work on tough issues that are plaguing our schools," said MNEA President Erick Huth.

Following TEA's legal victory in Bedford County reinforcing the strength of an MOU in protecting teachers' rights, this step is incredibly important for Nashville teachers. MNEA will continue to communicate with members as the PECCA vote approaches in the coming days.

State surplus provides opportunity for increased funding

Just days after a report from the comptroller indicated the state is not providing enough funds to support the number of teachers needed to meet its own classroom size requirements, the state reported September revenue projections came in \$108 million above what was budgeted. The September surplus alone is enough to add 3,500 teachers using the current BEP formula, according to the Tennessee Education Report.

September's report is not an anomaly for Tennessee. The state has posted consistent revenue growth over the past three years. It is time for the governor and the General Assembly to properly fund our schools – especially when reports indicate the money is there.

TEA celebrates American Education Week!



American Education Week 2016 | November 14-18

Great Public Schools: A Basic Right and Our Responsibility

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
14 Kickoff Day Schools across the country will celebrate excellence in education by hosting events and activities.	15 Parents Day Invite parents and family members to school for a first-hand look at a typical school day.	16 Education Support Professionals Day Recognize paraeducators, bus drivers, food service workers, maintenance staff and all other ESPs who meet the needs of the whole student.	17 Educator for a Day Encourage elected officials and community leaders to serve as "educators for a day" for a hands-on school experience.	18 Substitute Educators Day Honor and celebrate educators who are called on to substitute for regular classroom teachers in their absence for their services.



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Power shift back to the state

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In a time when it seems impossible to pass anything in Washington, educators across the country worked to accomplish this massive legislative achievement.

Alexander's bill, the Every Student Succeeds Act, returns decision making for our nation's education back where it belongs - in the hands of local educators, parents and communities - while keeping the focus on students most in need.

Simply stated, the Every Student Succeeds Act works to ensure that all students, regardless of their zip code, will have the support, tools, and time to learn that they need to succeed and that educators' voices are part of the decision making process at all levels. Students who are high school seniors this year have spent their entire K-12 experience under NCLB. It was long past time to fix this broken law and give the next generation of students the resources and support they need.

Now the question is what do we want changed in Tennessee education law and policy? Now that the federal mandates are effectively over, what do teachers and parents want?

This is not an abstract question, we need to be engaged in discussions about what Tennessee does in education moving forward. So much of

what we do in our state was because of federal mandates and policies, laws that are no longer on the books.

But in order to make change, Tennessee law will need to be changed. It is a big task, one that should be as collaborative as possible.

TEA has initiated the "Give Me 5" campaign to gather the ideas and needs for ESSA. The campaign was launched in September to connect the association with early career educators. The goal of the campaign is to empower TEA members statewide to have meaningful one-on-one conversations with new educators in their buildings to learn what issues, support and services are most important to them and how to best connect these educators with the association.

For more information:
www.teateachers.org/ESSA.



Time to end TVAAS now

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would reduce the weight of TNReady tests on student grades, phasing in the test scores over a three-year period.

However, with such a variation of test scores between TNReady and previous tests, no valid TVAAS data can be generated.

In fact, if the results are "apples and oranges" compared to previous years, it's neither wise nor valid to use the new data for tenure, promotion, salaries, or other high-stakes personnel decisions.

TEA has long questioned the validity of TVAAS in relation to teacher evaluation. Now, because of the TNReady transition, there simply can't be a valid TVAAS score this year.

In fact, a research study published in the Journal of Educational Measurement noted: "These results suggest that conclusions about individual teachers' performance based on value-added models can be sensitive to the ways in which student achievement is measured." - In short, the findings of the study demonstrated that different types of tests (like TCAP vs. TNReady) yield different value-added results, thus making a valid comparison between the two impossible.

"TEA rejects the use of TVAAS data in the 2016-17 academic year as no valid data can be obtained," Gray said. "We will fight to ensure that teacher evaluations are fair and transparent and based on valid measures."

Now the focus will be on educating legislators about the fundamental problems with TVAAS and its use in high stakes decision making.

"Once they understand, I think we can accomplish change," said Gray.



Prime sponsors show what can be done with bi-partisan cooperation: at left, Sen. Lamar Alexander (R-Tennessee) watches with Sen. Patty Murray (D-Washington) President Obama sign the Every Student Succeeds Act on December 10, 2015. Now with the law in effect, the next session of the Tennessee General Assembly provides an opportunity to revisit policy and laws passed because of No Child Left Behind.

Four areas of Tennessee opportunity with ESSA

Assessments

- Audit state and district assessments to determine the purpose and cost of all Tennessee tests
- Reduction in the total number of state tests and testing time
- Alignment between new standards and assessments

Teacher Quality and Preparation

- Implementation of a fair and equitable evaluation system
- Creation of an evaluation standing committee composed of P-16 educators
- Increase evaluation feedback through the use of future growth plans

School Improvement and Interventions

- Strategic educator involvement in school improvement plans
- District-driven plans for turning around schools and addressing achievement gaps
- Design state models of transformational leadership and best practices

Accountability

- Establish an opportunity index in the state accountability plan that measures several non-academic factors beyond test scores
- An equity audit to determine state and local resources

STATE PAY INCREASE VANISHES

PAY RAISES UPDATE
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teachers. This means the new allocation is going to salaries, as required, but reduces the overall percentage of raises received for all staff.

Finally, each year, the State Board of Education sets the mandatory increase for the steps on the pay scale. Even though there are fewer steps now, this mandate can result in raises for teachers at various stages in their careers. This year, the state board set the step increase at 3 percent. The year before, that increase was set at 2 percent.

"The last two years have broken a long-standing precedent of the state step increase matching the percentage increase provided by the General Assembly," said TEA President Barbara Gray. "Until 2015, when the General Assembly provided a 4 percent increase in salary funds, the state board

increased the steps by 4 percent. Because of the State Board's desire to provide 'flexibility,' districts are not forced to make increases that match their new state allocations."

TEA will continue to push for legislation that requires the State Board of Education to increase the salary steps by the same percentage as the BEP salary allocation. That's one more way we're working to ensure that when the General Assembly passes a raise, Tennessee teachers receive that raise.

"Tennessee teachers deserve to know that when the General Assembly passes a 4 percent raise, that money will end up in their paychecks," Gray said. "Clearly, there's more work to do to make that happen. Stay tuned in 2017 for ways you can help protect your raises."



Dr. Nakia Towns (left) talks with Commissioner Candice McQueen prior to a legislative hearing last session. Photo credit: Chalkbeat

General Assembly elections are also on the ballot, and important to the future of public education.



While the presidential election dominates the nightly news and consumes much of the political oxygen, there are several important down-ballot races for the Tennessee General Assembly that will affect public education in the state.

If you live in a targeted district, you will likely receive mail or a phone call about the race and the TEA endorsed candidate. Members in these key districts will continue to receive information about these crucial races through the end of early voting on November 3 and Election Day on November 8.

Out-of-state special interest groups continue to spend obscene amounts of money attacking our friends in the legislature and pushing candidates who back their privatization agenda. TEA has been successful in large part by keeping these groups guessing and going directly to our membership in-district with endorsements. As a political strategy, this keeps our adversaries guessing and lets us draw on our biggest advantage — our members as voters and leaders in their communities.

We know that when we vote, we win! All educators are encouraged to vote in this election and continue to defend our schools against relentless attacks from the privatizers.

VOTE FOR A MAN WHO STANDS FOR PUBLIC SCHOOLS!

Vote for **KEVIN DUNLAP**

TENNESSEE HOUSE DISTRICT 43

IT'S NOT ABOUT POLITICAL PARTY. IT'S ABOUT THE FUTURE OF PUBLIC SCHOOLS IN TENNESSEE

It's not about Democrats or Republicans, it is about education in this *state* race. Rep. Kevin Dunlap will vote with educators and defend public schools from the national privatization groups backing his opponent.

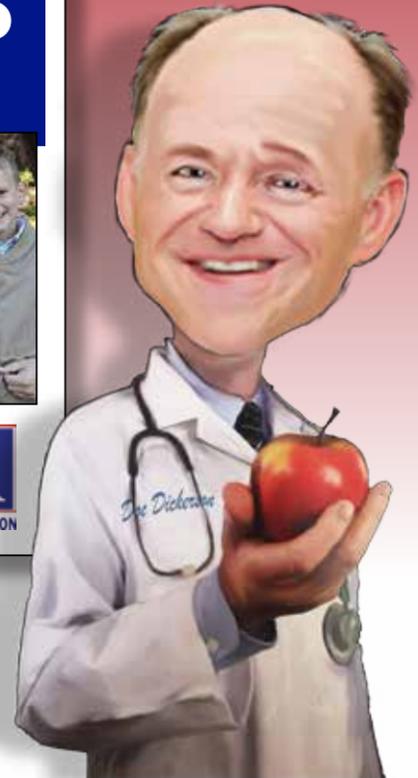
So much of what is decided about education happens in the Tennessee General Assembly. From evaluations to retirement, class size to textbooks, Tennessee law governs so much of what happens in our schools. We can defeat vouchers and charter expansion in rural districts by re-electing pro-public schools candidates like Rep. Kevin Dunlap.

PLEASE VOTE EDUCATION

EARLY VOTING STARTS OCT. 19

ELECTION DAY TUESDAY, NOVEMBER 8

In contested legislative races, members have been receiving mail asking them to vote for pro-public school candidates. Above is a mailer sent to members in Warren, White and Grundy counties for TEA member and Democratic Representative Kevin Dunlap. On the right is a caricature in support of Republican Senator Steve Dickerson, because of his important votes on issues such as teacher licensure and the fighting the attack on payroll dues deduction.



New social studies standards proposed, comment period extended

New standards are on the way for Social Studies, but not before an extended comment period on proposed revisions.

The State Board of Education has announced that it will take comments on the revised standards until December 15th, an extension from the previous October 28th deadline. The extension comes amid concerns expressed about the standards and what's not included. Specifically, several items previously covered in middle school standards have either been left out entirely or moved to high school courses. Chalkbeat reports:

“Items moved to other grade levels or left out include major milestones in civil rights movements for minorities and women, the Cherokee origins of the state’s name, why Tennessee is known as the Volunteer State, and several Civil War battles fought in Tennessee. Several of those standards were moved to a new high school elective course in Tennessee history.”

The new standards are set to go into effect in the 2019-20 academic year. The early review of the standards is a result of concern expressed by some regarding the way Islam was presented in middle school standards for the teaching of world religions.

The State Board of Education says the new standards reflect a desire to streamline as a result of teacher concerns that the current standards are too cumbersome.

Laura Encalade, policy director for the State Board of Education, said, “Overall, some of the streamlining was trying to take in account that standards weren’t age-level appropriate or went into too much detail. The educator advisory team wanted to reduce the minutia and focus on what are the key concepts to really develop a strong sense of how world history developed and how different historical events progressed.”

Specific to seventh grade, where Islam is taught under world religions, the department’s social studies review team has cut down the number of seventh grade standards, from 75 to 67.

The process has included a name change of standards under the “Islamic World, 400 A.D./C.E.–1500s” to “Southwest Asia and North Africa: 400-1500s C.E.” Some references to the “Islamic World” have been changed to “Africa.”

Under the new draft standards, students are asked to learn the origins, spread and central features of Islam. These include the founder Mohammed, sacred texts The Quran and The Sunnah and basic beliefs like

monotheism and The Five Pillars. The diffusion of Islam, its culture and Arabic language are also still included in the standards.

The review of social studies standards comes as a result of a legislative mandate for Tennessee to develop its own standards independent of Common Core. As part of that process, new math and English standards will be rolled out in 2017-18 and new science standards in 2018-19.

The State Board of Education is responsible for reviewing academic standards every six years, and recent legislation (Public Chapter 423) specifically outlines the process for review, including this website for public feedback, of the English language arts (ELA), math, science, and social studies standards.

Teachers wishing to comment on the proposed social studies standards may do so at: <https://apps.tn.gov/tcas>.

SAVE THE DATE: JAN. 20-21

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