

U.S. DEPARTMENT OF EDUCATION

RACE TO THE TOP

GRANT REVIEW

Phase 1 tier 2 State Presentation

The State of Tennessee

1:30 p.m.

Tuesday, March 16, 2010

Holiday Inn Capitol Hill

550 C Street, S.W.

Washington, D.C.

## 1 P R O C E E D I N G S

2 PHIL BREDESEN: Thank you very much. I'm Phil  
3 Bredesen, the governor of Tennessee and we are very  
4 pleased to be finalists. Just as we begin I would like to  
5 step back for a minute and just set the table a bit for  
6 why an investment in Tennessee makes sense. We approach  
7 this that education reform is not a technical issue, we  
8 know what to do. It's more of a political issue, how you  
9 get the sustainability to keep a commitment going over the  
10 years to reform. How do you stay the course through  
11 changes in administrations and legislatures, even if there  
12 were no election this fall, governors change legislatures  
13 change, individuals in positions change. So we have  
14 designed this from the ground up to be sustainable and  
15 what that means is broad ownership of this reform, this is  
16 not Phil Bredesens's reform, it's not a democratic or  
17 republican reform and it's not a Race to the Top reform.  
18 We've taken the time to put down some deep roots. It's a  
19 completely bipartisan effort. If you look at the  
20 supporters and the votes along the way you can't tell  
21 party. Senator Woodson is sitting here with me she is a  
22 Republican, the Speaker Pro Tempore of the Senate, former  
23 Education Commission, our Committee chair, we have worked  
24 together for years on this and higher education reform.

1 There is broad legislative ownership of this by both  
2 houses and both parties in our legislature. Our Tennessee  
3 State School Board is very supportive and has great  
4 ownership in this. Teachers and Unions have ownership as  
5 well, as we put in our application, 100% of school  
6 districts and 93% of the unions approve and support this.  
7 it also has broad support among both urban and rural  
8 school districts. We took the approach including 100% of  
9 our school districts in this. I've been told that's a  
10 weakness of our application but it was one of my going in  
11 requirements. I feel that in this we are past the time  
12 for pilots, we're past the time for demonstration  
13 projects. The frontier for us is in some of those  
14 districts who are not those leadership districts. We know  
15 what the path is and we undertook in this process a moral  
16 commitment so make sure that every student in every school  
17 system in Tennessee went down that path.

18 PHIL BREDESEN: Our interest in education reform  
19 is not new in Tennessee, I used to be before this the CEO  
20 of a public company and I always felt that one of the jobs  
21 of the CEO is to find those things that if you get them  
22 right you can be successful, if you don't get those things  
23 right you can execute a million other things perfectly and  
24 still have problems. I have done the same thing as

1 governor and the answer is absolutely that education in  
2 Tennessee is what we need to get right. Looking down the  
3 road to investments and opportunities, they used to be  
4 where the railroads cross and the rivers came together now  
5 and in the future more and more are where the human  
6 capital exists to make them successful.

7 PHIL BREDESEN: Now Tennessee is a Southern  
8 State, we have a varying background, we have not always in  
9 Tennessee seen education as the key to success, but I  
10 think in this last decade Tennessee is more than making up  
11 for that in the actions that it's taking. Reform is  
12 underway in Tennessee, we have dealt with funding issues,  
13 we've established a broad Pre-K Program, we've opened up  
14 charter schools, adopted tough standards, in fact I'm the  
15 Co-Chair of Achieve replacing Tim Fuentes in that position  
16 just recently. We've worked on teacher certification and  
17 we're going to continue doing this with our without Race  
18 to the Top. We started before we ever heard of it, we  
19 will be continuing long after this is played out. What we  
20 saw in Race to the Top is a gift that it was a chance to  
21 take something we were doing and really add to it and put  
22 some wind at our back, a chance to close the deal and to  
23 finish the effort out. We're going to make our  
24 presentation today talking about four broad areas. First

1 of all Standards and assessments, second of all data  
2 itself, third of all turnaround schools and what our plans  
3 are there and fourth about great teachers and what we plan  
4 to do.

5 PHIL BREDESEN: We've brought along people to  
6 address each of these issues, Senator Jamie Woodson will  
7 talk about standards and assessments, she is Speaker Pro  
8 Tempore of our State Senate, she's been a leader in  
9 education reform in our state for years. Dr. Jim McIntyre  
10 is going to talk about data; he is the Superintendent of  
11 the Knoxville School System, the form COO of the Boston,  
12 Massachusetts School System. Dr. Tim Webb is going to  
13 talk about turnaround schools; he is my Commissioner of  
14 Education and a former school Superintendant. Tomeka Hart  
15 is going to talk about great teachers, she is a teacher,  
16 she is a member of the Memphis School Board that is doing  
17 some great things at the moment, and she runs the Urban  
18 League in Memphis. So with that Jamie Woodson if I could  
19 turn it over to you.

20 MS. JAMIE WOODSON: Education reform in  
21 Tennessee is truly about bi-partisan effort. I'm a member  
22 of the Republican Leadership Team and the Tennessee  
23 General Assembly; I'm from a different party and a  
24 different branch of government than the governor.

1 Tennessee's proposal that we bring you today enjoys broad  
2 bi-partisan support. I would like to be clear that the  
3 reforms that we made in our special session recently and  
4 the foundations on which they were built truly stand on  
5 their own. My republican colleagues would have resisted  
6 mightily at the thought that this was simply about the  
7 promise of federal funding. Instead our reforms reflect a  
8 deep commitment to improving student achievement in  
9 Tennessee. The Race to the Top Competition does provide  
10 Tennessee with a unique opportunity to move to the next  
11 level in a bold way. We're not asking, as the governor  
12 said for you to invest in a pilot program or the expansion  
13 of several pilot programs. What we're asking for you to  
14 do is consider a comprehensive road map for transformation  
15 reform for the State of Tennessee and we believe that  
16 you'll be able to use this as the model for the nation.  
17 We are committed to the implementation of this proposal.  
18 Legislatures can pass laws and we can enact policy but you  
19 must have the right people in the right place with the  
20 right attitude to get the work done. I'm personally  
21 committed to insure that we accomplish our goals. With me  
22 we have an outstanding leadership in the house and senate  
23 of republicans and democrats. We have two education  
24 committees in the house and senate who are outcomes minded

1 and focused on this goal. We will be keeping a watchful  
2 eye throughout the implementation process. Obviously  
3 legislative oversight won't be the only way to get the  
4 work done. We will have to have a team that is  
5 specifically tasked to insure we accomplish our goals. In  
6 that we will model the effort very similarly to how we  
7 have managed the Recovery Act dollars. The governor's  
8 office will manage a multi-agency effort with the  
9 Department of Finance and Administration, the Department  
10 of Education and other State Agencies. We have proposed  
11 also realignment in our Department of Education to insure  
12 that not only will we implement this plan but that it's  
13 sustainable over time. Throughout the implementation  
14 process we will continue to keep our partners at the table  
15 with us who have played such a meaningful role not only to  
16 get us to this point but as we move into the future and  
17 those are our partners not for profit partners like the  
18 state collaborative on reforming education led by Senator  
19 Bill Frist, our business leaders from around the state and  
20 our education professionals who have played such a key  
21 role in what we are talking about today.

22 MS. JAMIE WOODSON: Key to Tennessee's success  
23 is our commitment to rigorous standards and quality  
24 assessment. In 2007, the Governor led a statewide

1 conservation about the importance of college and career  
2 ready standards and raising expectations in the State of  
3 Tennessee. In January of 2008, the State Board of  
4 Education adopted those higher standards and Tennessee has  
5 been moving full throttle since that time to implement  
6 both high standards and high quality assessments. We are  
7 already seeing that they added rigor in subject areas like  
8 math and science, and are bolstering our efforts to  
9 improve STEM learning opportunities across the State of  
10 Tennessee. In that regard we have formed a partnership;  
11 it's a new partnership with Battelle who manages the  
12 Oakridge National Lab with the University of Tennessee  
13 where I hail from in East Tennessee. The Tennessee STEM  
14 Innovation Network is managed by Battelle and the Oakridge  
15 Affiliated University; they will bring a national  
16 expertise to our work on the ground. We are truly  
17 harnessing our significant stem assessments to increase  
18 all of the teaching opportunities, capacity and  
19 effectiveness in Tennessee. We are embracing those high  
20 standards. When the common core standards are released  
21 later this spring Tennessee expects to adopt them with  
22 ease because they are very consistent with the work that  
23 we've been doing, it will literally be a matter of  
24 tweaking. In the governors leadership of Achieve as he

1 mentioned before, we will continue our commitment to  
2 common assessments around the country both in the national  
3 work and the work right at home. Whether it's the area of  
4 rigorous standards or high quality assessment there's not  
5 a state in the country that's moved farther and faster  
6 than the State of Tennessee and we want you to know that  
7 we are committed to this part of fundamental reform.

8 MS. JAMIE WOODSON: If I could at this point I  
9 would like to turn to Dr. McIntyre who can discuss with us  
10 how Tennessee intends to realize the power of data.

11 DR. JIM MCINTYRE: Thank you Senator. In  
12 Tennessee we know that in order to meet the rigorous  
13 academic standards that Senator Woodson talked about and  
14 the governor talked about, we believe we need great people  
15 with the right tools and support to drive high level  
16 student learning. In Tennessee we understand that quality  
17 and reliable data can be a very powerful tool in forming  
18 instruction and supporting good decision making for  
19 education and in raising academic achievement for our  
20 students. We have an incredibly rich data infrastructure  
21 in the State of Tennessee and we want to make sure that  
22 our teachers and our administrators are using that data  
23 effectively. We have, unquestionably the nation's most  
24 robust and sophisticated longitudinal data system, to

1 measure not just academic achievement but student academic  
2 growth as well, it's called the Tennessee Value Added  
3 Assessment System or what we call (TVAAS) in Tennessee,  
4 it's been in place actually since the early 1990's and it  
5 gives us the ability to look at student academic growth  
6 from the district level, to the school level and even at  
7 the teacher level. This is kind of an important point so  
8 I want to reemphasize, if we get Race to the Top funding,  
9 we're not talking about building a new data system from  
10 scratch, we're not talking about developing a new  
11 statistical model, we have a comprehensive statistically  
12 reliable fully functioning value added growth model in the  
13 State of Tennessee already that enjoys enormous  
14 credibility. Our goal is going to more fully leverage the  
15 power of this groundbreaking data system and to use it  
16 more effectively. From our perspective the Race to the  
17 Top competition is really going to help us accelerate some  
18 of the great work that's already been going on in the  
19 State of Tennessee in that regard.

20 DR. JIM MCINTYRE: Senator Woodson talked about  
21 the Tennessee First to the Top Act and one of the things  
22 that legislation really does is fully unlock the power of  
23 (TVAAS) giving us broader electronic access to that data  
24 for our teachers, it allows us to put in place a data

1 dashboard at the school level and at the classroom level  
2 so our teachers can use that data more effectively and it  
3 takes away some of the restrictions that we've had on use  
4 of that academic growth data for accountability purposes.

5 So as Ms. Hart will tell you in a little bit we're now  
6 able to use that academic growth data for a variety of  
7 purposes to help us make tenure decisions, to access  
8 teacher preparation programs, to evaluate professional  
9 development experiences and to support differential  
10 compensation structures that we're looking at in the State  
11 of Tennessee in many of our school districts. I think  
12 most importantly in terms of our application and our  
13 strategy we very much put a premium on professional  
14 development that is squarely focused using the robust  
15 student outcome data that we have to enrich and improve  
16 instruction. What we're going to do is partner with some  
17 organizations that are very smart about how to use data  
18 well in the classroom. Organizations like Batelle for  
19 kids to help us build the capacity to utilize the very  
20 rich data environment that we have, landscape that we have  
21 in the State of Tennessee even more effectively to support  
22 student achievement.

23 DR. JIM MCINTYRE: Through our longitudinal data  
24 systems plan we're also going to make links both

1 vertically and horizontally with other data systems in the  
2 State of Tennessee, other state organizations, other state  
3 agencies, other education agencies, so on the horizontal  
4 access, sort of connecting to higher education and early  
5 education and going across organizations to connect with  
6 the data from organizations like the Department of  
7 Children Services so that we can draw a more comprehensive  
8 360 degree portrait of each of our students and that will  
9 really help serve their needs better and help us to look  
10 at the effectiveness of the efforts that we put out.

11 DR. JIM MCINTYRE: I also want to assure you  
12 that we will invest our Race to the Top funds wisely and  
13 with an eye on sustainability, that is certainly our data  
14 strategy, but if you look carefully at our application I  
15 think you'll see that true across the board in our overall  
16 strategy. We're not looking to add a full cadre of  
17 personnel to our payroll, we're not looking to increase  
18 the beauracy of the state of Tennessee, we're not looking  
19 to plug a budget hole, what we're looking to do is to  
20 build capacity and invest in capacity for the long term to  
21 better educate our children. In the short term quite  
22 frankly that's going to mean we're going to purchase some  
23 of that capacity from forward thinking, reform minded or  
24 innovations that have some expertise and experience with

1 using data well in public education and increasing student  
2 achievement. They're going to help us to build structures  
3 and networks and tools and to build at capacity so that in  
4 the long term we will continue to see the significant  
5 benefits to our children long after the Race to the Top  
6 funds have been completed and gone away.

7 DR. MCINTYRE: I want to say just a word about  
8 our research and evaluation structures because I think  
9 that's important. Our Race to the Top strategies are  
10 really all about results for kids, and so rigorous  
11 evaluation of our activities, close monitoring of our  
12 progress, we think, will allow us to make adjustments in  
13 midcourse corrections to make sure our work is as  
14 effective as it possibly can be. We also believe that  
15 carefully monitoring our work and evaluating our work will  
16 provide lessons for us in the state of Tennessee and  
17 actually that can be generalized more broadly to the rest  
18 of the United States. We have brought together some of  
19 the best research minds in the State of Tennessee to put  
20 together a comprehensive evaluation and monitoring  
21 strategy. The name of it is the Tennessee Consortium for  
22 Research Evaluation and Development or Tennessee CRED and  
23 it will be led by Professor Matthew Springer, at the  
24 wildly respected National Center on Performance Incentives

1 at Vanderbilt University. We believe that this network  
2 will allow us to really definitively measure if our  
3 strategies are working to effectively improve student  
4 learning in our schools. That will give us the  
5 opportunities to share those practices that are effective  
6 with the rest of the nation. I'm going to transition to  
7 Mr. Webb whose going to talk a little about the  
8 interventions that we have in terms of supporting  
9 turnaround in our low performing schools. Before that, I  
10 guess what I want to leave you with is this, Tennessee has  
11 been a true pioneer in the applied use of educational data  
12 to enhance student learning. I think if you look at our  
13 application you will clearly see that we intend to  
14 continue in that leadership role.

15 MR. TIM WEBB: We ladies and gentleman like so  
16 many other states have struggled with low performing  
17 schools. We have a number of schools now that find  
18 themselves in the first time failing AYP status all the  
19 way to the advance stages of our accountability system and  
20 without serious intervention what we know is that those  
21 numbers are likely to grow given the fact that we have  
22 increased the rigor of our standards and we've increased  
23 the rigor of the assessments aligned in those standards,  
24 but we're dead serious about fixing this problem. We have

1 a passion and a desire to turn these schools around. We  
2 know without doing this we cannot possibly achieve our  
3 goal and our dream of all of our children graduating  
4 college and career ready by 2020. We have to do this with  
5 a sense of urgency where failure is simply not an option;  
6 we have commitments to make this happen, financial  
7 commitments as evidenced by the fact that our general  
8 assembly and our governor has fully funded our state aid  
9 to schools program in the toughest of economic times.  
10 Strategic use of School **improvement grant funds** and other  
11 flow through and competitive federal funds as well.  
12 Statutory commitments as evidenced by the first of the top  
13 legislation has been discussed here today and partnership  
14 commitments from our public and private partners,  
15 community based organizations, faith based organizations,  
16 and our philanthropic community, together in Tennessee  
17 we're going to make this happen. All that said quite  
18 frankly what we have been doing up till now has not gotten  
19 the job done well enough, we still have a number of  
20 schools failing to meet the mark. Race to the Top will  
21 provide us the resources that we need to get into these  
22 schools and to leverage the kinds of national expertise  
23 and national partnerships to turn these schools around.  
24 With Tennessee's new First to the Top law we have

1 clarified our ability and more importantly our authority  
2 to intervene, in the past we've not had that clarity of  
3 intervention. The law allows us the allocation of  
4 resources that will drive fundamental yet comprehensive  
5 change in these schools. First to the Top lets us deploy  
6 strategies that are more sophisticated, multistage, and  
7 multilevel. Once upon a time in Tennessee a school  
8 basically had to be flat of its back before we got  
9 actively involved in trying to do something about that,  
10 now under a three tiered approach we will get involved  
11 much earlier and much more aggressively. For those  
12 schools that are just beginning to slip, schools we call  
13 focus schools; we can step in very early and aggressively  
14 using technical assistance through our exemplary educator  
15 program and our state target assistance teams. For those  
16 schools that continue to slip, our renewal schools, we can  
17 now drive aggressive strategies and provide resources to  
18 implement those strategies and these schools will not have  
19 an option, they will have to choose one of the strategies  
20 that are selected after a call for applications and we  
21 will be able to identify the partners that will makes  
22 these things happen. The win here is that we're talking  
23 about ground-up capacity building investing in these  
24 schools. It's our belief that this could also be a

1 laboratory for us to get out rural intervention strategies  
2 and develop rural intervention strategies which quite  
3 honestly, we believe this in Tennessee to be one of our  
4 Achilles' heels, we don't know what we don't know about  
5 intervening in rural schools. For our persistently lowest  
6 performing schools we can move them into our new  
7 achievement school district, here we'll have a unique  
8 management situation and very focused attention in  
9 conjunction with our five national partners. The  
10 resourcing and government changes here will allow us to  
11 lead these schools back to success.

12 MR. TIM WEBB: To the turnaround issue ladies  
13 and gentlemen we know there are no silver bullets, there  
14 are no easy answers, but we do know there are some common  
15 things that just simply make sense to us, the ability to  
16 intervene, the human capital to effect change, and the  
17 ability when necessary to group these schools together for  
18 the kinds of support that they need to survive and to be  
19 successful. We know what we need to do as the governor  
20 said "our strategies are uniquely Tennessee", we know our  
21 state. Race to the Top gives us the opportunity, the  
22 tools and the ability to get this done effectively. Based  
23 on the work of mass insight we believe that we have truly  
24 addressed three critical intervention prongs, number one,

1 readiness to learn, the governor talked about statewide  
2 Pre-K, Dr. McIntyre talked about a 360 degree look at a  
3 child with our longitudinal data system, readiness to  
4 learn, readiness to teach as you see throughout our  
5 application the massive investments in human capital and  
6 building capacity and finally the readiness to act. Our  
7 sense of urgency as evidenced by our First to the Top  
8 legislation proves our readiness to act but at the end of  
9 the day ladies and gentleman, at the end of the day, the  
10 key to turning around schools and realizing our vision and  
11 our goal for all of our children is effective teachers and  
12 great leaders. Ms. Tomeka Hart will talk about that  
13 critical component of our application now.

14 MS. TOMEKA HART: I am a former teacher as  
15 Governor Bredesen said, I taught middle school and high  
16 school and I currently serve on the Memphis City Schools  
17 Board of Education, Memphis City School is the largest  
18 school system in Tennessee so I know firsthand I can say  
19 without a doubt Commissioner Webb is right, none of this  
20 will matter if we do not touch and have our teachers all  
21 be effective and be able to identify those effective  
22 teachers. I have experience as a teacher and as a policy  
23 maker in my community, several models of reform. I went  
24 through the high schools and I remember as a teacher we

1 went to the block **scheduling** and that was going to fix  
2 high schools and then I saw Memphis City Schools go from  
3 the junior high school model to the middle school model  
4 and we also participated in a coalition of essential small  
5 schools and we had all these models, the difference that I  
6 feel here that I know is that we are all focusing on what  
7 really matters, it doesn't matter what your curriculum is  
8 if you don't have effective teachers you will not move  
9 achievement, we know that effective teachers is what  
10 drives achievement and we know that to dramatically  
11 improve education in Tennessee we have to have effective  
12 teachers in every class, everyday. So at the heart of our  
13 strategy is a new evaluation instrument and model and it  
14 is moving from one that is meaningless and pretty driven  
15 by the principal and bogged down by the time constraints  
16 of many principles to one that is meaningful and robust  
17 and that will allow us to derive data. We have evaluation  
18 annually, our law requires for teachers and principals now  
19 and that evaluation will be used to drive important  
20 personnel decisions, including promotion decisions, tenure  
21 decisions, retention decisions and compensation. With the  
22 principal evaluation what I'm excited about is that is  
23 also includes a performance contract the law requires a  
24 performance contract for our principals which will clearly

1 put them as the instructional leaders of their schools as  
2 they should be. Tennessee is committed as you heard to  
3 this work, so committed that our law now requires the  
4 value added data be a significant part of each teacher's  
5 evaluation. Now under our current law and our First to  
6 the Top legislation 50% of a teacher's evaluation will be  
7 comprised of student achievement, that's significant. Of  
8 that 50%, 35% is value added data using (TVAAS) that Dr.  
9 McIntyre talked about. So I just wanted to stress again  
10 because I'm a school board member and sometimes we want to  
11 get ornery and say well we don't want to do this, well we  
12 don't have a choice and that's great and it's wonderful  
13 and it's for every school system, every classroom, every  
14 teacher across our state, I just think that is fantastic  
15 and it's huge. I'm proud to serve on our newly created  
16 statewide teacher evaluation advisor committee and so we  
17 will develop, that body will develop the details of the  
18 achievement portion of the evaluation and we get our work  
19 underway this week. As we stated we have created an  
20 education reform movement in Tennessee, right now in  
21 several of our districts there are all kinds of reform  
22 that are going on in Memphis City Schools we started a  
23 year ago, much of our work predates Race to the Top and  
24 our new legislation, we started a year ago with Bill and

1 Linda Gates on this new teacher effectiveness initiative.  
2 That initiative focuses on our ability to identify,  
3 recruit, retain, support, promote and compensate teachers.  
4 In Dr. McIntyre's district Knox County where I proudly  
5 received my training as a teacher they're doing with much  
6 success the TAP Model and then in Chattanooga we have yet  
7 another teacher quality model going. Our point is we are  
8 already doing this work and what Race to the Top would  
9 allow us to do is, in addition to Memphis, Knoxville and  
10 Chattanooga allow our rural systems our other urban  
11 systems, our suburban systems to take part in this work  
12 and be a part of this wonderful opportunity that we have,  
13 so we're excited we hope you feel our excitement and we  
14 know that Race to the Top would be the catalyst that can  
15 accelerate this work and do it now rather than later.

16 Governor Bredesen:

17 MR. PHIL BREDESEN: Thank you all very much,  
18 we've tried to structure this talking about standards and  
19 assessments, talking about data, talking about turnaround  
20 schools, talking about great teachers which are certainly  
21 the four legs of the table on which we're building reform.

22 I want to just close this by again stepping back for a  
23 moment and saying for you this is an investment decision.

24 The president and the congress have provided a

1 substantial amount of money to be used to fund and help  
2 propel transformative change in our school systems and you  
3 all have a decision to make about investments. I told you  
4 in my initial presentation that I used to be a corporate  
5 CEO, I've made a lot of investments in my day and I think  
6 of them as being three kinds, there's those projects that  
7 are already successful and the investments easy you can  
8 join the herd they're safe but they also tend not to make  
9 much difference in the outcome. On the other extreme  
10 there are projects that just don't have it, they don't  
11 have the team or they don't have the product or they don't  
12 have the will to do it, investments in those kinds of  
13 things are typically wasted they don't produce a return.  
14 What I've always looked for in an investment for that  
15 project that's on its way, it has the leadership, it has  
16 the product and now what it needs is a good strong wind at  
17 its back, the pieces are there. Those are the investments  
18 that ultimately really payoff and I believe that is  
19 exactly what the opportunity is in Tennessee. We've got  
20 the leadership, we've got the bipartisan commitment,  
21 you've seen your package that every candidate for governor  
22 that succeed me next year has signed on for this process  
23 formally and in writing supportive of this process. We  
24 have the legislative commitment, both houses, both parties

1 and the legislature very strong overwhelming votes in  
2 favor of these things. The TEA and the individual units  
3 of the education associations throughout the state have  
4 bought into this they have been made a part of the process  
5 and they're there. There's a huge grassroots commitment,  
6 I've spent a lot of my seven years going to communities  
7 and talking to people about the importance of education  
8 and the changes that have to happen. Organizations like  
9 SCORE the thing that Bill Frist is heading up that have  
10 arisen out of business and the education and the  
11 charitable communities to help provide some staying power  
12 and some support for this particular effort so we've got  
13 the leadership there. I think we've also got the product,  
14 we have long solid experience of value added assessment so  
15 we start to build the house we've got the hammer and the  
16 nails to start with, we don't have to invent them. We  
17 have evidenced in our state a huge commitment to the  
18 funding of education we have fully funded our K-12 system  
19 including inflation every year in those funds through  
20 thick and thin including this year where we are just  
21 cutting massive amounts of money out of everywhere else in  
22 the budget, Pre-K thru 12 education has been fully funded.  
23 We've expanded the charter school law to make Tennessee  
24 much more attractive especially for the national players

1 to come in. We've adopted already tough standards through  
2 the Achieve and Diploma Project we will adopt common **core**  
3 come July. We've put in law teacher evaluations, having  
4 to incorporate 50% student achievement. We've put in law  
5 strong action on failing schools giving the state not only  
6 the responsibility but the real tools and the power to  
7 step in and make a difference in these failing schools.

8 MR. BREDESEN: Our goal in this, it is not to  
9 demonstrate it is not to pilot, our goal is to do. We  
10 know what needs to be done now we ask Race to the Top to  
11 help us close it out, to help us finish the job. Thank  
12 you all very, very, much.

13 REVIEWER 1: Thank you very much for the  
14 presentation, I'm going to facilitate the questions. Just  
15 so you know our focus on questions was on areas that we  
16 thought we needed more explanation or some more clarity.  
17 We have about 15, so I just wanted to say we are going to  
18 try to be succinct and brief we also need you to be as  
19 well. I'm going to try to keep us on, so if we try to move  
20 you on, it's because we have what we need and we're going  
21 to try to then get to the next question. We are going to  
22 try to do this in order of the application. I have some  
23 questions related to sections A and B. We may move around  
24 a bit, but we're going to try to do it in that way so

1 you'll know what's coming up.

2           REVIEWER 1: First question one of the broader  
3 issues that we would like to get a little bit of clarity  
4 on is how the timelines that you chose were developed, how  
5 they will overlap and how they're going to be coordinated  
6 with each given that you've got a timeframe for adopting  
7 new standards and developing assessments would those  
8 standards getting in place for the teacher evaluation  
9 system and integrating the value added data into all of  
10 that, all while simultaneously improving student  
11 improvement and all while doing it within a few years,  
12 it's a big question?

13           MR. TIM WEBB: First and foremost with regard to  
14 adopt the new standards of the State Board at the end of  
15 July with the second reading special call session before  
16 the August timeline, that is possible in part because we  
17 have such a tight alignment to the common core standards  
18 based on the Tennessee Diploma Project that we had already  
19 completed. So that piece in of itself will not be a large  
20 step for us to adopt the new standards. The assessment  
21 subsequent to that we have just unveiled in the first  
22 iteration of our assessment under our Tennessee Diploma  
23 Project standards with that same alignment being so tight  
24 it will be a matter of new test item development and

1 embedding those items inside of our existing document. We  
2 have room in our existing contract with Pierson who is our  
3 assessment vendor to do just that so that process will be  
4 a natural progression for us so it will not be anything  
5 outside of the ordinary for normal standard adoption  
6 assessment alignment in all those kinds of pieces. With  
7 regard to the teacher evaluation as Ms. Hart eluded we're  
8 beginning to process a meeting with that 15 member  
9 committee established by our First to the Top Act, nine of  
10 those folks are professional educators, we will begin that  
11 meeting on Thursday of this week, the organizational  
12 meeting. We have established a timeline that to have that  
13 evaluation framework and the tough decisions that come out  
14 of that evaluation work to be completed by that same  
15 August window for the State Board to adopt that framework.  
16 We will begin on a parallel path to develop the  
17 instruments. We want to digitize that evaluation so that  
18 everything is done in an electronic environment to make it  
19 much more user friendly if you will and streamlined so we  
20 will begin to build those tools out on a concurrent path  
21 with the development of the frameworks and putting in  
22 place the infrastructure if you will so that process will  
23 field test and pilot that in the spring. Because, of the  
24 fact that we have been so embedded and so involved with

1 value added data in Tennessee since 1992, it's not a new  
2 concept for our educators it will be a new concept for  
3 having it a statutory part of the evaluation process we  
4 will begin that process also because they are familiar  
5 with the data so it will be a matter of training them  
6 concurrently while we're developing the tools and  
7 strategies and framework. Finally, the professional  
8 development that we're talking about is the business of  
9 teaching our teachers how to use the data, teaching them  
10 how to answer the then what questions if I know where the  
11 diagnostic leads me to see that a student is weak in a  
12 particular standard then what and providing the tools to a  
13 tool that we built called an Electronic Learning Center  
14 that has 24/7 on demand, on time, professional development  
15 activities, best practice activities for our teachers to  
16 go when they have questions about how to address a  
17 weakness in a particular common standard. All of those  
18 pieces will work in concert it is taking what we're doing  
19 to a deeper level and building everything on data and on  
20 those common standards.

21 MR. PHIL BREDESEN: Dr. McIntyre do you have  
22 anything to add to that?

23 DR. JIM MCINTYRE: I think the commissioner did  
24 a great job laying it out, I think the only thing I would

1 add is that the standards really drives the whole thing.  
2 We have made this commitment to higher academic standards  
3 in the State of Tennessee. The way I put it is we're not  
4 turning back, we've stormed the beach and burned the boats  
5 and we're moving forward and so pretty much everything  
6 else follows that pattern and I think the legislature had  
7 great foresight to put a specific date in terms of when  
8 this evaluation work is going to be in place from the  
9 perspective of the superintendent to having that created  
10 and in place by July of 2011 means we will be able to  
11 begin to use that evaluation tool and structure in the  
12 2011-2012 school year so we're appreciative of that.

13 REVIEWER 1: A second question is in your  
14 application you acknowledge that the state needs to work  
15 harder to eliminate the achievement gap or I guess the gap  
16 between the state proficiency scores and NAPE. I wanted  
17 to get a little bit more explanation as to why that gap  
18 has existed and what you think have been the drivers of  
19 past performance and how those drivers are going to be  
20 different in the future?

21 MR. PHIL BREDESEN: Let me say, I can't answer  
22 the question technically and I'll ask Tim to address it,  
23 but I think what's happened over the past decade is that  
24 people all across Tennessee have come to recognize much

1 more fully how important it is that children be prepared  
2 to compete not against kids in Knoxville, or Nashville but  
3 nationally and internationally and there really has been  
4 this ground swell of interest in the subject of getting  
5 our standards aligned. In the absence of that interest  
6 the easy thing to do and what some things like No Child  
7 Left Behind have driven is just keep the standards low  
8 everything looks relatively good, everyone is relatively  
9 happy. The process of being here today is really in a way  
10 the culmination almost a decade in our state of people  
11 really coming to see education in a different way as a  
12 vehicle for their children. Technically I don't know if  
13 you have anything to add to that?

14 MR. TIM WEBB: When we looked at our standards  
15 our proficiency cut scores were set at a level somewhere  
16 approximating a D- to be proficient. When you look at the  
17 aspiring goals of NAPE and of other national and  
18 internationally benchmark assessments there's a  
19 disconnect, even in ACT there was a massive disconnect.  
20 So we receive quite honestly a ground shaking F for truth  
21 in advertising from the US Chamber of Commerce, that was  
22 the interest of the governor saying we have to fix this  
23 problem in Tennessee, so the driver behind that will be  
24 the fact that we've been actively involved, and we're the

1 gold standard in the Achieve Network with the Tennessee  
2 Diploma Project. Our standards are held to be some of the  
3 highest in the Achieve Network, those standards now link  
4 to much more rigorous assessments will have a shock, we're  
5 going to go through an implementation dip, and we're going  
6 to have to rebound from that. Quite honestly moving that  
7 proficiency definition and those cut scores to a more  
8 realistic, real world college and career ready level so  
9 that our students all graduate by 2020, college and career  
10 ready will be the driver behind the change.

11 MS. JAMIE WOODSON: I would just like to add  
12 briefly to that, kind of back to the broader view. This  
13 is my 12<sup>th</sup> year in the Tennessee General Assembly, and the  
14 governor is absolutely right, this decade has change my  
15 belief, there is a real kind of the feeling in Tennessee  
16 and it's not just a symptom thing, the business community  
17 is highly engaged not just interested, they've been at the  
18 table throughout this process, the philanthropic community  
19 is organized and engaged, the legislature is highly  
20 informed on these types of issues. We were speaking  
21 earlier about the First to the Top legislation and the  
22 importance of it and why we were so specific, and if I  
23 could just refer you to slide five and that's where we  
24 discussed what happened in this legislation. We could

1 have taken the attitude to ask the Department of Education  
2 and the State Board of Education to really put the meat  
3 around the policies and just done a few technical tweaks  
4 within our statute. The General Assembly made a very  
5 specific decision of time is of the essence we have to get  
6 this work done, we've got an outstanding plan to get the  
7 work done but we really need to make it happen. We went  
8 even beyond in that special session, the conversation of  
9 Race to the Top and raising standards. We implemented  
10 wholesale changes performance based changes to our higher  
11 education system. So, to a person in Tennessee this is an  
12 engaged conversation and quite frankly if anyone of those  
13 pieces fell away there would be 20 groups pushing them  
14 back up to get them right into line.

15 DR. JIM MCINTYRE: This is a really important  
16 question so I apologize for going on, but I think this  
17 goes back again to the standards, we've set the standards  
18 high and because of that now it puts a premium on things  
19 like use of data, it puts a premium on making sure we have  
20 outstanding human capital, we have to make sure that we do  
21 things because we set this incredibly high bar. I think  
22 that the difference if you're asking what has changed, I  
23 think that it's major change, 90% of our kids are  
24 proficient or advanced under our old standards so there

1 wasn't the impetus necessarily to push as hard, to go as  
2 deep, to make sure we had a really highly effective  
3 teacher in every classroom and now I believe there is.

4           REVIEWER 1: I just want to follow up and then  
5 we'll move on to Part C. There is a lot in the  
6 application about the transition to enhance assessments,  
7 the high quality assessments. All of its geared towards,  
8 getting towards 100% proficiency on much tougher  
9 standards, so I just wanted to get a little bit of an  
10 explanation or clarity on what you think are the most  
11 important things that will get you to that much higher  
12 standard of proficiency on much tougher standards and also  
13 what's being done in sort of getting the teacher buy-in so  
14 that it's not just at the policy level but it's actually  
15 happening inside the classroom with participation?

16           MR. PHIL BREDESEN: DR. MCINTYRE, do you want to  
17 take a quick shot at that?

18           DR. JIM MCINTYRE: I think, well this is going  
19 to sound like I'm pandering to the home crowd here, but I  
20 think the important things that we've been talking about  
21 in the state of Tennessee are very well aligned with what  
22 the Race to the Top is talking about, you're talking about  
23 great teachers and great leaders, you're talking about  
24 effective use of data to inform instruction and improve

1 student achievement, you're talking about turning around  
2 our schools that are chronically underperforming, those  
3 are the types of things that we were talking about in  
4 Tennessee and moving forward when we put our higher  
5 standards in place and I believe those are the things that  
6 we need to focus on to make this happen. It's actually,  
7 for me as a superintendent we've defined a very clear  
8 strategic plan in Knox County, its called Excellence for  
9 All Children. It actually is incredibly well aligned with  
10 both what the state is doing and what the Federal  
11 government is doing here under the Race to the Top  
12 application. I think those are the things we need to  
13 focus on; we've talked about having great people with the  
14 right tools and the right supports and having that in the  
15 context of these higher standards that we put in place we  
16 believe it's going to do the trick.

17 REVIEWER 1: And the buy-in part for teachers?

18 MS. TOMEKA HART: From the school board  
19 perspective and I'll use Memphis as an example. When we  
20 took on the **Gates' work** our teacher's union was there from  
21 the beginning we hadn't put together one piece of the plan  
22 and then say here it is they were there from the  
23 beginning. What also is happening not only in Memphis but  
24 across the state there is really a social movement of

1 other organizations that are very grassroots that are  
2 helping to reach the school board members like me but also  
3 to talk to teachers but also parents and students. We're  
4 moving the parents and students so that they understand,  
5 so there will be advocacy work around common standards and  
6 the new standards and why we need to embrace the higher  
7 standards and how there's going to be several more schools  
8 in Memphis that's going to have some struggles over the  
9 next couple of years because of the higher standards but  
10 we have to embrace it and here's the things that need to  
11 be done. Non-profit organizations serving children here  
12 are the things you need to be doing to help these students  
13 get to this level.

14 DR. JIM MCINTYRE: When Tennessee applied for  
15 the Race to the Top application I began doing some joint  
16 media appearances with our representative from the  
17 teachers association and the reason that she was willing  
18 to do that and that we did it together is because she and  
19 her memberships see value in the types of things that  
20 we're talking about. Yes there's more accountability but  
21 there's also developmental tools that go along with this,  
22 there's also support in the form of professional  
23 development, there's raising capacity and building  
24 capacity for our teachers to be more effective with what

1 they do and that's really what their all about and any  
2 teacher wants to continue to get better at what they do  
3 and so I think they see the value in the approach that  
4 we're taking as well.

5 MR. PHIL BREDESEN: I'm not going to tell you  
6 that every teacher in the state of Tennessee is fully  
7 signed on the dotted line, that's just like any group  
8 there's going to be people in different places. I think  
9 what's helped make it is I'm at the end of my time as  
10 governor I've been governor more than seven years. For  
11 the first seven of those years I did a lot to support the  
12 teachers in the state, we took care of a whole bunch of  
13 salary disparity we did a lot of those kinds of things. I  
14 think kind of what's happening here is that they've seen  
15 that and they've been willing to say okay, this may not be  
16 the natural thing that teachers unions always sign up for  
17 but everybody up here has been reliable friends of the  
18 teachers for awhile, let's give it a chance and make it  
19 work. I think if we keep it going as a collaborative  
20 thing there's going to be tension, if we keep the  
21 communications going I think we can keep it together for a  
22 long time and I think you have to. I don't know how you  
23 reform education over sort of the dead bodies of the  
24 teachers union or the teachers and you've got to figure

1 out a way to form some alliances, it keeps the pressure on  
2 but make the whole thing work, we worked hard at that.

3 REVIEWER 1: Great, we're going to now move on  
4 to section C. I think reviewer 2 has some questions and  
5 then followed by reviewer 3.

6 REVIEWER 2: These questions build on the  
7 previous questions but your application describes  
8 increasing the use of the Tennessee Value Added Assessment  
9 System (TVAAS) you called it I believe. From 14% to 100%  
10 use by teachers, so my question is how will you build the  
11 capacity of teachers to routinely use TVAAS in such a  
12 relatively short amount of time as you indicated in your  
13 application and what sort of professional development do  
14 you offer to teachers and principals to make this happen.  
15 My impression of TVAAS is it's a great code but it sounds  
16 kind of complicated so I'm just wondering how you are  
17 going to get 100% teacher use in a four year period?

18 MR. TIM WEBB: One of the things that we've done  
19 is to actually go ahead and roll out the dashboard it's a  
20 teacher dashboard that allows teachers to have a one-stop  
21 shop where they can see their students re-rostered and  
22 have all the value added scores and achievement scores,  
23 but not only that we're moving that down the road toward  
24 all those things that Dr. McIntyre talked about earlier

1 that will be a part of the linkages with children's  
2 services, human services, all those other things, so it's  
3 a one-stop shop so the teachers can go get that  
4 information and it's point and click. They are able to  
5 drill in on those students and look at the data for those  
6 students and they can determine what the weaknesses are  
7 and then start asking the questions about what then. To  
8 get at the utilization piece we've already begun to role  
9 that out through webinars and WebEx's across the state.  
10 We've already begun to see massive increases in the  
11 numbers of hits on that website and those teachers  
12 actually using that data. We've had this data since 1992,  
13 teachers know what it's about, they know about teacher  
14 (**inaudible**) data and all that sort of thing but they  
15 heretofore have not been trained to use it until we just  
16 recently started doing assessment literacy training, and  
17 they also realize that for them to be successful now that  
18 this growth data and this TVAAS data is 35% of their  
19 annual evaluations they have to get their arms and minds  
20 around what it means and so there's a selfish but also an  
21 intrinsic motivation because all of our teachers want  
22 their students to do well, and so now we're putting the  
23 tools in their hands and making it easy to use and so  
24 we're already starting to see that grassroots

1 implementation and utilization grow on a daily basis.

2 DR. JIM MCINTYRE: I think one clarification is  
3 really a solo 14% is the portion of teachers who have  
4 online electronic access to TVAAS every teacher has been  
5 getting TVAAS in a written report so it's really about how  
6 do we move to the electronic age and use that data more  
7 effectively and more quickly to inform our instruction.

8 REVIEWER 1: Can you describe the written report  
9 that they get.

10 DR. JIM MCINTYRE: They get a report that will  
11 tell them what the academic growth for their students  
12 looks like over that period of time and I get reports for  
13 example that look at each individual school and each  
14 individual teacher and what their value added is, what  
15 their student academic growth looks like over time.

16 MR TIM WEBB: If I may piggy-back on that as  
17 well, in the past those reports have been three envelopes  
18 delivered to a central office and there was this drawn-out  
19 process by which they went over the data, we're now  
20 digitizing that, we're streamlining those reports so those  
21 are in real time, teachers can actually access those  
22 reports with the role based security access is the thing  
23 we know we have to do there. But, also we're streamlining  
24 that school base report so that the principal can now have

1 a digitized real time report on all of their teachers  
2 based on 20<sup>th</sup> percentile performance so they can then build  
3 that professional learning community around the data and  
4 help their teachers grow from one another as well as  
5 looking for outside resources.

6 MS. JAMIE WOODSON: I would just add that in the  
7 professional development from annual opportunity to  
8 regional our learning centers are going to be converted  
9 for opportunities for professional development, the  
10 electronic center that we've been talking about earlier  
11 today and using individualized instructions with a  
12 Battelle for Kid's kind of concept where you actually  
13 have, everyday you have an opportunity to improve your  
14 instruction. You can go and seek out assessments,  
15 instruction material, to shift on a week to week basis to  
16 improve student achievement, so all of that is part of  
17 this picture.

18 REVIEWER 2: So if I'm hearing it correctly  
19 though you have the data you're seeing perhaps a limited  
20 use of it to date has been in part because it's been this  
21 access issue of going through the paper training and the  
22 sort of incentive that's now built in. Do you have any  
23 other evidence or data about reasons behind or patterns of  
24 other lack of usage to date?

1 DR. JIM MCINTYRE: I have a hypothesis and I  
2 think it's that we have this really sophisticated first in  
3 the nation value added assessment data and I think we sort  
4 of built the car before there were paved roads and there  
5 wasn't a direction to go in, across the nation we didn't  
6 exactly know which questions to ask about that data to use  
7 it most effectively, we didn't have a model for using it.  
8 So I think it's been a progression, I think it's been a  
9 very natural progression that we've gotten to, but now we  
10 want to take that progression to the next step of really  
11 digging deep using that data very effectively. What we're  
12 talking about is this data dashboard when you combine this  
13 notion of a longitudinal data system with TVAAS and with  
14 the notion of a local instructional improvement system, I  
15 mean sort of the Holy Grail of educational data use is  
16 putting all of that together in a single powerful  
17 instructional tool for our teachers to use and that's our  
18 vision of where we're going, we're starting already to  
19 realize that and we think that will be an enormous boost  
20 for our teachers to have that data and to have the  
21 professional development and how to use that tool  
22 effectively.

23 MR. PHIL BREDESEN: A brief footnote before we  
24 move on. We're spending a lot of time and energy on how

1 to do this the big change has been up until recently it  
2 didn't count for that much, now it counts that's what's  
3 going to drive all of this kind of stuff. Our job is to  
4 stay up with the demand I think at this point for  
5 understanding that data and how it works.

6 REVIEWER 2: Two questions on that TVAAS system  
7 first you've made the point in a number of places about  
8 connecting this data that part of the power lies I  
9 connecting into other kinds of data around youth, social  
10 service, health and so forth which if you could clarify a  
11 bit especially operationally the role of these non-school  
12 agencies in fact how does that play out on the ground so  
13 the data set starts to connect the dots, how do you see in  
14 your plan?

15 MR. TIM WEBB: If I may just give you a real  
16 world example to help with that. In Tennessee our  
17 Department of Children Services our children in foster  
18 care. What happens in many school districts across the  
19 state because there's a lag time between the processing  
20 and moving of information for those children in many, many  
21 cases children show up on the doorstep with no data  
22 because we don't know where they're coming from? Because  
23 of the fact that we built memorandums of agreement and  
24 understanding between all of these agencies already for

1 the first time we have data sharing agreements this has  
2 been driven from the governor's office that will allow us  
3 to share the data for children for children who are in  
4 state custody, it will allow classroom teachers and  
5 administrators to know when children are accessing, their  
6 parents are accessing corrections. All of those kinds of  
7 things have a definite impact on whether or not a child is  
8 even ready to learn, before they can even get to the AYP  
9 and the academic piece of that. So linking all those  
10 systems together and sharing those data in as close to  
11 real time as we possibly can with regard to all the PURPA  
12 requirements, HIPPA requirements and all those kinds of  
13 things in the world in which we live. Dealing with all  
14 those issues having that dashboard there and those data  
15 sharing agreements so that as quickly as possible those  
16 practitioners on the ground in the classroom can intervene  
17 for those things outside of academia and outside of the  
18 instruction process.

19 REVIEWER 2: Then how does that work if they've  
20 identified some drivers to academic performance that are  
21 not in the school?

22 MR. TIM WEBB: For example if we know for  
23 example that a child has entered state custody overnight  
24 or if their parents have gone into corrections overnight.

1 We can intervene with those social services and those  
2 social workers and school counselors and all those kinds  
3 of things to get in and intervene with that child before  
4 these become impediments to learning to the point that  
5 there are discipline problems that they are not eating  
6 properly. All those kinds of issues, the social type  
7 issues that get in the way of learning.

8 DR. JIM MCINTYRE: And I encourage you to think  
9 about the power of the vertical links as well, I mean  
10 thinking about linking to higher education and community  
11 colleges and then you say well I'm an eighth grade teacher  
12 and I have been teaching for 10 or 12 years, how ready are  
13 my kids for college, what's their path been and how  
14 successful have they been and also to look back to say  
15 okay what's the seventh grade class that's coming up,  
16 what's been their academic history, what's their value  
17 added been, what trajectory are they on? I think that  
18 vertical incubation is also enormously important.

19 REVIEWER 2: The second question on TVAAS which  
20 has more to do with your experience since you've had so  
21 many years of experience with this and that has to do with  
22 sort of the state of the art around the model and issues  
23 around the model those factors that for instance may not  
24 be attributable to teachers not random assignment of

1 students generally in schools, outside factors and so  
2 forth as well as the issues of vertical alignment of the  
3 assessments that would allow you to reduce some of the  
4 noise, anyway I'm just trying to get a sense of what your  
5 thinking is about since it plays an important role in your  
6 plan your sense of thinking about the current caveats  
7 around those models?

8 DR. JIM MCINTYRE: I'm not a statistician but  
9 from folks that I trust who know this information well,  
10 it's got very good reliability, it's got great credibility  
11 across the state. I'm told that when you get to the very  
12 high end and the very low end of the spectrum it may have  
13 less validity or liability but that's kind of conjecture  
14 based on what the methodology probably is. I think from  
15 what I hear from the folks who use it most, who know it  
16 most; it really is a tool that we can use very reliably to  
17 look at student academia.

18 MR. PHIL BREDESEN: You don't know me from Adam  
19 but my college degree is in Physics so I love this stuff  
20 and I get involved in it. This tool has got powers way  
21 outside of the ones that are described, I'll give you one  
22 specific example, and I spent a fair amount of time when I  
23 first became governor trying to learn how this works and  
24 what was behind it and how the statistics work. One of

1 these for example is that a teacher they were able to show  
2 with the data was that a teacher who is maybe in the  
3 bottom quintile a student can survive a year of that,  
4 where the real problem comes it gets really difficult at  
5 two and it gets impossible at three. Now since there will  
6 always be teachers in the bottom quintile no matter what  
7 you do that's still powerful information it says okay if  
8 somebody is in second grade with a teacher that's not  
9 doing so well part of our student assignment strategy  
10 ought to be to make sure that student goes to a higher  
11 value teacher next time around. There's a lot of ways you  
12 can use that data that really can improve aside from just  
13 the accountability of individual teachers which is the way  
14 its often talked about.

15           REVIEWER 1: That's our questions on A, B and C.  
16 We're going to move to E and F and then go back to  
17 section D just to make sure we hit all the questions. On  
18 part E we've got three questioners, first reviewer 4, then  
19 reviewer 5 and then reviewer 3.

20           REVIEWER 4: Thank you, I have two questions to  
21 start off with on the achievement school district  
22 innovative concept, we would like to get a little better  
23 understanding what you mean by it, how's it really going  
24 to work, what will it do, we know some of the people

1 involved but just how does it look. So the first question  
2 is for a school that is a persistently low achieving  
3 school that is destined to be part of the achievement  
4 school district, just how will it benefit by being taken  
5 from its LEA and then put into the achievement school  
6 district?

7 MR TIM WEBB: One of the main benefits is that  
8 many, many times we find ourselves in a situation where  
9 the primary obstacles to being able to turn these schools  
10 around are really adult issues in many, many cases. Being  
11 able to separate the achievement from its LEA and form all  
12 the associated adult issues with that LEA with that Local  
13 Education Agency allows us to come in and bring in new  
14 staff, new leadership, whatever is needed based on a needs  
15 assessment and the diagnostic assessment of that school  
16 but separate all of those things that get in the way that  
17 keep us from being able to move children and intervene for  
18 children like extended learning opportunities,  
19 differentiated calendars, modified calendars, all of those  
20 kinds of things and so we believe that will allow and also  
21 quite honestly what we've designed here is that school  
22 will still have a broken line attachment to the central  
23 office in that school district because at year three  
24 according to our legislation at year three a transition

1 plan has to be developed. Are we being successful, are we  
2 not being successful, if we are, are we going to return  
3 that school to that school district, are we going to  
4 charter that school or are we going to close that school  
5 because quite honestly these schools are at a very far  
6 place and you contain them with accountability, they've  
7 been failing for a long time. So it's important, number  
8 one we remove them from the school district we maintain a  
9 broken line relationship to that school to provide such  
10 things as logistics, transportation, child nutrition, all  
11 those kinds of issues to let our partners focus on  
12 academics, let our partners focus on the instructional  
13 needs of the children in that building so that we can get  
14 them up turn them around and allow them to be successful.  
15 So that the benefit is that we remove the obstacles and  
16 we basically fresh start that school with leadership and  
17 staff and let them focus on their business and teaching  
18 kids.

19 MR. JIM MCINTYRE: As you imagine as a school  
20 superintendent I might have a few thoughts on this issue.  
21 Very honestly, very candidly no superintendent ever wants  
22 a school in their district to be taken over I think that's  
23 just (**inaudible**) but I think we also recognize in the  
24 state of Tennessee that the population of schools that

1 we're talking about are schools that have been chronically  
2 underperforming for a very long time and we recognize that  
3 something different has to be done, some intervention that  
4 perhaps is more radical. I applaud the governor and the  
5 commissioner and the team for their boldness in this  
6 effort and while it might be personally painful if one of  
7 my schools were taken over I also recognize that this is  
8 about kids, this is about making sure we provide a great  
9 education for every child and sometimes you have to do  
10 something different. I will say, I think there's also  
11 important language in the Tennessee First to the Top Act  
12 and it was specifically put in there that speaks to a  
13 continuing relationship with the home school district even  
14 if it goes into the achievement school district.  
15 Recognizing that if you completely sever a school from its  
16 home district you lose out on a whole set of expertise and  
17 assets and sort of community involvement and other types  
18 of issues that could be real assets in the turnaround of  
19 that school so there's explicit language in the statute  
20 that talks about that and that's important because as the  
21 commissioner said these schools are going to come back to  
22 the home district in the not too distant future you want  
23 to make sure you maintain that continuity in that  
24 relationship. The other thing I wanted to say is that I

1 really like the focus schools and the renewal schools  
2 concept. The idea that we're going to provide additional  
3 support and intervention and partnership and resources in  
4 the schools that aren't yet on that very far end of the  
5 accountability continuum but are getting pretty close and  
6 to be able to intervene earlier and to be able to bring in  
7 some of those national partners that we've been talking  
8 about and those resources I think is going to be really  
9 beneficial to our schools and our kids.

10 MS. JAMIE WOODSON: If I might just add back to  
11 the First to the Top legislation the achievement school  
12 district conversation was a major part of it, the  
13 Tennessee Association of Superintendents, the Tennessee  
14 Education Association, all of the folks who are partners  
15 with us in getting the work done supported this  
16 legislation and this was one of the biggest pieces of it.

17 MR. PHIL BREDESEN: When you think about the  
18 achievement school districts I think it's important to  
19 recognize it was not only a strategy it was a container in  
20 the following sense, we have had the ability, the  
21 responsibility for the state to intervene in failing  
22 schools for almost two decades now. Probably a little  
23 over a year ago we came face to face with maybe having to  
24 actually do that in Tennessee schools that worked their

1 way through the accountability mechanism and then when I  
2 sat down with my commissioner and others to look at the  
3 law you have this worst of all worlds where you have this  
4 huge responsibility and not really the authority to go  
5 make the changes that were necessary. So a lot of what  
6 this legislation was about was saying that for schools  
7 that get to that point, we're not going to claim the same  
8 sort of power over every school, we want the kind of broad  
9 authority it takes to take that school, to put it in a  
10 charter school, to not respond to the union contracts, to  
11 make all these changes that it would take in a really  
12 failing school to have all the tools in the tool box. The  
13 other thing I would say about it is that remember that so  
14 much of this stuff has been organized over the years  
15 around the problems of big urban school districts, in  
16 Tennessee we're a very rural state there are a lot of  
17 small rural districts where the dynamics are totally  
18 different. In a county that has three schools you're not  
19 going to close one of them, and in a county where it's  
20 very difficult to recruit teachers to as opposed to there  
21 being a pool available you've got much more reason to try  
22 to figure out how to make what you have work than some of  
23 the more traditional techniques. So as you read these  
24 things and I think it's really important to read them in

1 the context that it's not only about the big urban  
2 districts it also is trying to address where some of our  
3 real problems are which are in these much smaller more  
4 rural districts, up in the Appalachian Counties for  
5 example.

6 REVIEWER 4: I can see that you have the  
7 legislation and then this container and it also looks like  
8 it's not going to be particularly easy to run the schools  
9 in this container. So my question is what is the capacity  
10 in Tennessee to run this container of schools?

11 MR TIM WEBB: We have established already in our  
12 restructuring process and restructuring plans the  
13 establishment of an office of the Achievement School  
14 District, there will be a superintendent hired to actually  
15 be responsible for that day to day operation, not only in  
16 doing that when we talk about this partnership, this  
17 partnership is unusual in that we have one entity that  
18 will be the managing partner of that entire partnership so  
19 we actually have as we have discussed previously one  
20 throat to choke, if you will, around who's responsible for  
21 the management and the operation of these schools and a  
22 central office figure in the state education agency  
23 reporting directly to the commissioner on a daily basis  
24 that is responsible for making sure that these contractual

1 obligations are met and we're monitoring this situation on  
2 a daily, weekly, monthly, annual basis to know what we  
3 need to do with these schools because we are at the end of  
4 the road with these schools and we have to succeed here.

5 MR. PHIL BREDESEN: But you also have elaborate  
6 plans that you might just mention to bring in outside  
7 third parties we're not trying to do this all ourselves.

8 MR. TIM WEBB: That's right, we have  
9 partnerships formed with agencies like New Leaders, New  
10 Teacher, and Teacher of America, and TIP a plethora of  
11 five or six partners who have agreed to come together, to  
12 work together under a common management structure and help  
13 us get this work done.

14 REVIEWER 4: If you could tell us a little bit  
15 more of how you would turn around those schools that are  
16 not put into the Achievement School District but be part  
17 of a turnaround, you've spoken a bit about it maybe a  
18 sentence or two?

19 DR. JIM MCINTYRE: For the renewal schools and  
20 focus schools it's really about schools that are in that  
21 place where they are getting down that continuum and we  
22 really haven't intervened in Tennessee until schools got  
23 all the way that continuum path and I think we want to  
24 make sure that we are supporting those schools and so as a

1 superintendent what I would envision is a partnership, we  
2 have these four potential strategies, turnaround schools,  
3 charter schools, restructuring. In partnering with one of  
4 these outside agencies to really talk about what the needs  
5 of that school is and how we restructure it for success.  
6 I think the notion of both an external partnership, a  
7 partnership with the state along with some additional  
8 resources that are in our application I think could really  
9 be a very powerful and important model for us to  
10 turnaround some schools that are getting toward that  
11 precipice of being at the very end of the accountability  
12 continuum.

13 MS. TOMEKA HART: If I could just quickly add as  
14 an example the governor came in some years ago with some  
15 of our school issues and had our superintendent work with  
16 the department to devise strategy and we have seen great  
17 success with some of those schools, some of those would be  
18 subject to the Achievement School, but we went from 19 to  
19 8 schools and that was because of the work that the state  
20 came in requiring, you've got to make some changes and so  
21 it helped us as a system, school board to superintendent  
22 had to come in because of the states intervention and this  
23 made things differently for those schools. We have a  
24 track record with that in our state.

1           REVIEWER 3: On that point actually if you could  
2 summarize a couple of lessons, you've had some experience  
3 with sort of various kinds of turnaround efforts and I  
4 would like to know two or three major lessons you think  
5 you've learned off that and how it informs the design of  
6 what you have here.

7           MR. TIM WEBB: One of the lessons that we've  
8 learned is that around one of our strategies which is the  
9 exemplary educator program it has been a very successful  
10 intervention strategy in those early years because it's  
11 more about identifying pockets of students that could be  
12 moved, it's not as much about changing a culture or higher  
13 expectations, it's not as much about re-engineering the  
14 teaching staff and the leadership as it is about working  
15 with the data as it sits and finding students that we can  
16 move across the line and get folks into a safe harbor or  
17 get them out of some continuum. What we're talking about  
18 here is more of a strategy of changing culture, changing  
19 expectations and redesigning instructional processes and  
20 the government of these schools as opposed to simply  
21 trying to look for if we could move these five students  
22 across the line then we make a safe harbor, because that  
23 doesn't change the culture of the school it simply moves a  
24 subset of students through the data system much like the

1 Secretary has talked about in some cases. We want to move  
2 away from that and move toward a long term intervention  
3 and turnaround strategies that set these schools on the  
4 road for success and a much different environment  
5 academically then they have been in the past.

6 MR. PHIL BREDESEN: Are you saying to clarify,  
7 that one of the lessons is that the exemplary educators as  
8 an effective intervention of the middle band but it does  
9 not work as well when schools are in deep.

10 MR. TIM WEBB: Yes sir, that's correct.

11 DR. JIM MCINTYRE: Just in terms of my personal  
12 experience in Knoxville we have four TAP schools (Teacher  
13 Advancement Programs) but it's a great school reform model  
14 and what it is, it's based on a couple of major components  
15 one is teacher leadership, there's mentor, teachers who  
16 are part of the leadership team in school. Teacher  
17 collaboration is a focus on professional learning  
18 communities, it's got this great evaluation rubric and  
19 accountability structure so it starts with a very detailed  
20 description of what good teaching looks like and that's  
21 what any good evaluation should start with, then that  
22 becomes the focus of all the professional conversations in  
23 the school, are around, how did I do on this component of  
24 teaching, where am I on the rubric, how do I get better,

1 did I integrate that into the lesson, that becomes the  
2 conversation. It also has financial incentives as well  
3 which is kind of nice. But I think it really speaks to  
4 the commissioners point, at Holston Middle School, one of  
5 the four schools that we have, it was an incredible  
6 turnaround the last four years from being one of our  
7 really highest needs and lowest performing middle schools  
8 to one where they are now number one or number two among  
9 our middle schools in terms of academic growth and value  
10 added score. So it's been this incredible turnaround, but  
11 it's about creating a culture that focuses on good  
12 teaching, it focuses on teachers working together to  
13 improve their craft and getting better at what we do every  
14 day. It's amazing to me because they talk about this in  
15 terms of the culture and they say at the beginning it was  
16 really hard to change the focus of what we did, to open  
17 our classrooms to each other, to push each other on  
18 getting better, but now it's just part of the culture,  
19 it's just what we do. That is really I think the power of  
20 transforming a school culture to one of excellence and  
21 high quality instruction.

22 MR. PHIL BREDESEN: I would close by saying I  
23 think there's probably a lot of things the educators  
24 learned. As governor the description of this has been

1 informed by something I think I learned along the way  
2 which I never appreciated when some school gets in  
3 difficulty the readiness with which everybody circles the  
4 wagons to explain why it really is not a problem. It's  
5 not just teachers it's parents. I guess it's because the  
6 cognitive dissidence of thinking your kid is going to some  
7 school that's not performing is just too great. That's  
8 one of the things that really led us to the direction of  
9 saying we've got to find some way to make a much quieter  
10 intervention at the beginning of these things rather than  
11 fighting the political battles that come with these  
12 interventions at the last moment because at that point  
13 everyone's defense mechanisms are just so high up about  
14 the thing that you're just butting your head against the  
15 wall, we're getting it done in some places but it's a lot  
16 easier to catch earlier. It's like managing somebody it's  
17 best that you tell them when they stray as opposed to let  
18 them go way off the road and then fire them and that's  
19 what we're trying to do here.

20 REVIEWER 1: Thank you Governor, under section F  
21 I've got one question related to charter schools part of  
22 it looks back at where you've been and part of it looks  
23 forward at where you think you'd like to go with the  
24 state. At the part looking back I want to get a little

1 bit more understanding of what the states thinking is in  
2 regard to the cap on charter schools as well as  
3 restrictions on who's illegible to attend certain charter  
4 schools, what the history there is, what's the reasoning  
5 just so we can understand that a little bit better.  
6 Moving forward I just wanted to get a better sense of your  
7 view of the role of charter schools, your vision for  
8 charter schools prospectively under Race to the Top?

9 MS. JAMIE WOODSON: Our public charter school  
10 can be a major tool in this application as we move forward  
11 to increase student achievement in Tennessee. I've  
12 actually worked the house version of some of the earlier  
13 iterations that are public charter statute and have  
14 continued that process through my time in public service.  
15 I guess I'd say about how it started out really much  
16 smaller, one, it's new, there was a real concern in  
17 Tennessee to insure that we have high quality, that you  
18 can talk about an incubator but you really want to have  
19 some assurance that there are going to be tells within the  
20 system so that you don't throw children into an  
21 environment where all the folks that need to be watching  
22 are watching. Some of it was political it was new and it  
23 was change, since then I have to say in a decade now we've  
24 made great strides. Last year we really opened up the

1 public charter statutes in Tennessee and I think that was  
2 built on credibility of their success. We actually saw  
3 they were incubators with innovation and wanted to figure  
4 out how we translate that systemically across the state of  
5 Tennessee. On the caps it's grown as success has grown;  
6 it's really sort of grown along with it. The traditional  
7 public schools that might convert are not held to that cap  
8 and so of a 136 systems you could have potentially 136  
9 systems convert completely with 100% of schools and it  
10 wouldn't hit the 50 cap, that's' not our intent obviously  
11 but it would be.

12 REVIEWER 1: The cap is 90? What is the cap now?

13 MS. JAMIE WOODSON: It is 35 in Memphis and  
14 another 25 in another urban area, but its 50 schools  
15 total. In fact frankly that's just last year there's a  
16 contemplation that as we get to the edge of that, as we  
17 build on success perhaps, this is something that's really  
18 evolved legislatively and as success builds the  
19 credibility builds and we've seen really a lot of teaching  
20 opportunities through this. One of the pieces of our  
21 legislation that we had about a year and a half or two ago  
22 we talked about it a lot as an innovation tool but we  
23 didn't have a system to communicate that out to other  
24 districts and so in the last two years the department has

1 actually taken a lead role in saying what's going right,  
2 all these great successes that we're seeing and their at  
3 risk population how do we translate that statewide and so  
4 we're in that process right now to make sure that these  
5 aren't just lights under a bushel, they're something that  
6 can really shine for the state.

7 REVIERWER #1: The lower income or free and  
8 reduced restrictions, how does that work in practice, are  
9 charter schools primarily for the low income schools or is  
10 that going change?

11 MS. JAMIE WOODSON: In schools systems with  
12 populations of 14,000 students or more so they typically  
13 are larger more urban school systems they're open and they  
14 move beyond it. If a school board shows by 2/3 vote to  
15 open up the opportunity locally then it could be statewide  
16 but it would be a local choice.

17 MR. TIM WEBB: That was a major change in the  
18 legislation last year.

19 MS. JAMIE WOODSON: Yes it's significant and  
20 again it's building on the credibility of success and  
21 innovation and the school systems saying this is a tool  
22 for us, this might be another way we can move student  
23 achievement and increase in gains and all that bolstered  
24 one by credibility but also by the sense that time is of

1 the essence and we've got to increase student outcomes in  
2 Tennessee.

3 MR. TIM WEBB: Just one anecdotal piece of  
4 information we have one of our schools that is in that 13  
5 list of schools that has been considered persistently  
6 lowest performing and the district decided just a few  
7 weeks ago, in one of our urban districts that they would  
8 actually charter that school, it's a middle school. The  
9 conversation has gotten to the point now that folks are  
10 really beginning to have the conversation around charter  
11 as an intervention strategy in Tennessee.

12 MS. TOMEKA HART: If I could just add, Memphis  
13 school boards authorize charter schools and Memphis has  
14 far more charter schools than any. I believe our early  
15 focus was on the performance of the students so really the  
16 focus of charter schools was an option for students that  
17 the LEA is not reaching and I think that the success of  
18 our charter schools is because the focus had to be these  
19 students were not performing and so all of their  
20 resources, everything they did was about taking low  
21 performance students and raising academic achievement and  
22 so I believe that is why we have set the bar and they are  
23 so great and so it's much harder to get a charter school  
24 now as we move on it's harder to get because the

1 application process is very rigorous, we have now moved to  
2 a free or reduced so more is at risk if you are at risk  
3 you can go in Memphis that's still huge 82% of our student  
4 body is free or reduced lunch so that still is a wide  
5 option for many of our students. I believe that you can  
6 look at the success of our schools versus some in other  
7 states. We have had only one charter school that has  
8 closed because of low performance our charter schools are  
9 very high performing schools.

10 MS. JAMIE WOODSON: If I might clarify on the  
11 number it's 35 in Memphis, it's a set total of 50  
12 statewide but the charter schools statewide can be up to  
13 90. I wanted to clarify that.

14 REVIEWER 1: We're going to move on to Part D.  
15 We have about 13 minutes left so I'm going to call this  
16 the speed round and we will start off with reviewer 5.

17 REVIEWER 5: In section D-1 of your application  
18 it states that Tennessee will be facing a teacher shortage  
19 of over 31,000 teachers by 2014, if the current pipeline  
20 remains unchanged. The narrative was not so clear as how  
21 you were aggressively trying to extend that pipeline of  
22 new teachers. For example the You Teach Program will only  
23 graduate 102 candidates by 2013, so could you please  
24 clarify how you intend to grow your traditional and

1 alternative route teacher preparation programs to meet  
2 this demand?

3 MR. PHIL BREDESEN: Tim, Why don't you talk a  
4 little bit about that?

5 MR. TIM WEBB: Very first and foremost a few  
6 years ago the governor introduced a concept in Tennessee  
7 called Teach Tennessee, it's about bringing mid career  
8 professionals those folks who may not have wanted to teach  
9 coming out of school or have chosen other vocations but  
10 decide they want to go back and give back for maybe a  
11 short period of time. We've had over 177 fellows at this  
12 point and time that have gone through that program in the  
13 last couple of years so we're using that program. We've  
14 broken down the barriers for non-traditional certification  
15 access through the State Board of Education that controls  
16 that policy so now we have a new teacher project, Teach  
17 for America, others that can come in and prove that they  
18 can actually bring valid reliable teachers if you will,  
19 for lack of a better term to the table. Working with a  
20 teacher quality initiative within our higher education  
21 area as well to try to change the way that we train pre-  
22 service teachers and try to recruit those teachers.  
23 Basically those are the primary means by which we're  
24 recruiting and looking at alternative ways into the

1 classroom.

2           MR. PHIL BREDESEN: I would like to add to this,  
3 first of all the most acute area of shortage at the moment  
4 is in hard sciences in high school and we have very  
5 specific programs for that of which Teach Tennessee is  
6 one. We also have issues with recruitment in rural  
7 districts in particular and shortages there. We have  
8 begun to address that and we have made several progresses  
9 and we're going to continue on the subject of improving  
10 teacher pay sufficiently in those districts so that it  
11 becomes an attractive place to stay. I'd say that ten  
12 years ago a lot of people started in more rural districts  
13 and then moved to Knoxville or something as soon as an  
14 opening occurred because of the kind of pay differentials.  
15 The third and Tim touched on it, we made some very large  
16 changes in the teacher certification process in Tennessee  
17 but really kind of flew below the radar in terms of what  
18 people are looking at. The idea behind that was real  
19 simple which is to say we have a lot of great teachers but  
20 the only place a great teacher can come from is not  
21 someone who decided as a sophomore in high school they  
22 wanted to go through a school of education and get a  
23 teacher certificate. We've now of opened it up so a vast  
24 number of other people some of whom may want to teach for

1 five years or ten years as opposed to decide they want to  
2 do it for a career. I think it's healthy at a number of  
3 levels to have made that available and we're looking to  
4 that I think to be a significant source of teachers  
5 particularly in some of these hard to fill  
6 classifications.

7 DR JIM MCINTYRE: There's also a program in  
8 Knoxville called Distinguished Professionals and in our  
9 application we're talking about expanding that and that is  
10 about someone who might be a scientist at the Oakridge  
11 National Laboratory might be able to teach one section of  
12 a physics class for us at one of our high schools and the  
13 commissioner and the governor were instrumental in  
14 legislature in creating something called an adjunct  
15 license for teachers, so someone who has a PhD in physics  
16 can get a teaching license and go in and teach a class or  
17 two where some of those shortages are, and where we need  
18 the most help they can fill some of those holes for us.

19 MR. PHIL BREDESEN: We need to keep this tight  
20 or we're going to be down to a yes/no round.

21 REVIEWER 5: We've touched on professional  
22 development throughout the presentation for teachers but  
23 could you talk a little bit about your plans for  
24 delivering professional development to administrators?

1           MR. TIM WEBB: In an online environment we will  
2 go out and train those teachers and administrators both on  
3 the use of data. We also have the Tennessee Academy for  
4 School Leaders where we actually provide administrative  
5 training we've done that for a number of years in  
6 Tennessee focused on different strands and allow them to  
7 develop their weakness and their growth plans drive.

8           MR. JIM MCINTYRE: We just created a residency  
9 program in Knoxville and I know Memphis is working on  
10 something, Nashville is working on something. One of the  
11 things that I think is real exciting is we've got this  
12 organization called CLASS which is the Coalition of Large  
13 School Systems, the five largest school systems in  
14 Tennessee and instead of just getting together to lobby  
15 for more money which is what traditionally we've done  
16 we're getting together to try to work together to learn  
17 together to get better at some of these key issues and one  
18 of them is leadership and I really foresee us exchanging  
19 best practices, learning together on how to really do well  
20 in developing the next generation of leadership in our  
21 schools and I can see us and part of the vision of our  
22 application doing some regional leadership academies and  
23 residencies and things of that nature. I think it's a  
24 critical issue; it's a huge issue if we want to have great

1 schools we have to have great leadership in our schools.

2 MS. JAMIE WOODSON: Then back to the pressures  
3 that come on them, our evaluations are not only for  
4 teachers in a meaningful way but also our schools leaders  
5 they're a big part of everybody building on each other's  
6 successes so the pressure will keep up.

7 REVIEWER 2: Your application calls for the  
8 creation of a teacher principal evaluation advisory  
9 committee and I think we talked a little bit about that  
10 already, the adoption date in the application is July  
11 2011, I believe the question that I have is at the same  
12 time your plan sets a very ambitious goal reducing the  
13 number of what the application might refer to is  
14 ineffective teachers from 30% to 10% so I'm just trying to  
15 get a handle on how you plan to create this system for  
16 evaluating and developing teachers and principals and  
17 reducing these numbers so dramatically and significantly  
18 in a short amount of time it seems to be that it might  
19 take longer than that to build a capacity of so many  
20 teachers in your school systems.

21 MR. TIM WEBB: Yes sir, we think critical to  
22 that whole process is the understanding and utilization of  
23 data so the teachers that are ineffective understand why  
24 they're ineffective based on data and the utilization of

1 that data so we're going to focus all of our energies in  
2 the short term on professional development activities  
3 around interpreting the results of the data that they get  
4 from their evaluation process and from their student  
5 evaluations and some of the assessments at this point in  
6 time. So the short term answer is focusing on the data,  
7 continuing to roll our professional development around the  
8 standards and answering the what then question for those  
9 teachers who might not otherwise know what they don't know  
10 about improving their own practice and their own craft.

11 DR. JIM MCINTYRE: The Tennessee First to the  
12 top Act actually does two things very quickly that help  
13 also to remove and eliminate ineffective teachers from our  
14 classroom, one is the ability to use the TVAAS data in the  
15 tenure decision which we haven't been able to do before  
16 because there has been a restriction of only using it in  
17 three year increments, well now we can use it in one year  
18 increments or two year increments so I was able to say to  
19 my principals this spring use the value added data in your  
20 recommendations for tenure. The other is a technical  
21 issue but it's a really important technical issue and that  
22 is when we recommend removing an ineffective teacher who's  
23 a tenured teacher from the classroom and terminating them  
24 they used to require a hearing before the Board of

1 Education the law now allows for a hearing before an  
2 independent third party and it just removes that whole  
3 conversation and that whole action from the political  
4 realm to, I think, a more objective realm that will, I  
5 think, allow us to really have those conversations with  
6 teachers when they're not being effective to say you  
7 really need to find something else to do.

8 REVIEWER 1: We've got three questions left.  
9 Reviewer 3, do you want to do your two and then reviewer  
10 4?

11 REVIEWER 3: Why don't we turn back to the issue  
12 of getting folks since you've been around human capital in  
13 this plan, getting folks to particularly rural and low  
14 performing schools? Question, is it a recruitment issue,  
15 how do you see the balance between recruitment and  
16 retention on this, I noticed that the high priority  
17 schools have actually a larger percentage of more  
18 effective new teachers than low poverty schools for  
19 instance and I'm wondering whether there's information  
20 from the working condition survey or other information  
21 that might help to give you an understanding of what  
22 you're looking at there.

23 MR. TIM WEBB: That's exactly what our intention  
24 is to look through the working condition survey to

1 determine what keeps those teachers in those high poverty,  
2 hard to staff schools, trying to discover what we really  
3 don't know, is it about money, is it more about burnout,  
4 are there things that we can do in the working condition  
5 survey.

6 REVIEWER 3: Do you have any sense so far from  
7 that?

8 MR. TIM WEBB: That's part of the application  
9 process so we know that it's all about money we do know  
10 that.

11 DR. JIM MCINTYRE: In the evaluation as both an  
12 accountability tool and developmental tool I think is an  
13 important strategy as well and using that professional  
14 development to build up our teachers and build capacity in  
15 all of our schools, rural, urban, suburban.

16 REVIEWER 4: Question about the consortium  
17 search evaluation and development, how can the state  
18 insure that this consortium produces high quality results  
19 and in particular high quality results that can and will  
20 be used by teachers and our principals to improve student  
21 learning?

22 DR. JIM MCINTYRE: I think a big part of it is  
23 by the folks that the governor and the team have selected.  
24 These are folks with enormous credibility in the area of

1 doing program evaluation, it's people like Dr. Saunders,  
2 it's people from Vanderbilt, the University of Michigan  
3 who have great credibility with our folks and I think it's  
4 really about making sure that the folks like myself who  
5 are hungry for that type of information, who want to know  
6 what's working and what's not working really driving to  
7 make sure that we get that data in a timely fashion and be  
8 able to use those to support what are the effective  
9 practices. We really do think it's a potential national  
10 asset as well and that if we get it right and do it well  
11 we can share those best practices across the country.

12           REVIEWER 2: I have kind of a summary or  
13 capstone question, I'm a professor and this is your final  
14 question that kind of sums up for us what you've learned  
15 about school reform. How would you describe a classroom  
16 in Tennessee say compared to today and how it will look in  
17 four years from now, if you could do that please?

18           DR. JIM MCINTYRE: I talked about Holston Middle  
19 School and I think you begin to see some seeds of what  
20 that vision looks like in the future. You see a classroom  
21 where high quality instruction is happening. You see a  
22 classroom that has the data, and the technology tools it  
23 needs to really be scientific about how it informs  
24 instruction, I envision lots more collaboration and

1 working with other teachers around that school sort of  
2 opening up that door that we usually close in our  
3 classrooms when we teach, figuratively, so that we really  
4 work together to get better at our craft. I also envision  
5 a classroom where the conversation is continuous, the  
6 evaluation conversation doesn't happen one time in the  
7 spring as an isolated event, conversation around how am I  
8 doing with effective teaching continues every single day  
9 and where the focus is on high quality instruction for  
10 every child and every child done effectively.

11 MR.PHIL BREDESEN: What I hope to get out of  
12 this and to summary it is high respect for teaching  
13 profession enormously. I think that what we are all doing  
14 together only grows the professionalism of that  
15 profession. My hope in these schools is that we will  
16 continue to have very fine people teaching but they will  
17 be acting in a way in which they are measured, there is  
18 feedback to them about objective feedback about the  
19 results the same as would happen if you were a doctor or  
20 in other kinds of professions and that they work in an  
21 environment where the feedback means something to their  
22 careers and is important to them. If we can achieve that  
23 we're going to have some great classrooms in Tennessee.  
24 Thank you all for your attention and courtesy today.