

## Tennessee Foundational Skills Curriculum Supplement Implementation Guide for Building Leaders

### Beginning-of-Year Logistics

- Bookmark and consult the link to the TN Foundational Skills Curriculum Supplement [webpage](#). This houses easy-to-access links to all currently available resources and will continue to be updated with additional resources.
- Actively participate in the district professional learning plan including both the initial training and ongoing support.
- Encourage teachers to actively participate in the district professional learning.
- Gather feedback following initial trainings and communicate additional support needs to district leaders.
- Help communicate the district plan and expectations to teachers.
  - Scope and sequence
  - Scheduling
  - Assessment and progress monitoring including feedback for students
  - Communication with families and take-home materials
  - Feedback for teachers
- Develop master schedule in accordance with district scheduling guidance.
  - Problem solve with teachers as needed to ensure they can maximize instructional time and meet district expectations.
  - Assure teachers it may take some time to learn new routines and resources.
- Review the district's established roles and responsibilities for procuring and distributing materials and communicate this plan with teachers.
  - Consult the link to the [TN Foundational Skills Curriculum Supplement](#) webpage for access to resources.
  - To get started with Unit 1, consult the Introduction section of Unit 1 Teacher Guide for a complete list of materials needed for each grade level.
  - If the school is responsible for printing:
    - Print the Teacher Guide for Unit 1.
    - Print decodables for all students. (These can be projected, but it is highly recommended that students have printed copies.)
    - Print sound cards and spelling cards on cardstock and laminate if possible.
    - You do not need to print the entire student workbook as teachers will determine which pages students need as they prepare, plan, and execute lessons.
- Develop structures and processes for ongoing teacher feedback, support, and reflection at the school and grade level in accordance with district expectations.
- Develop structures and processes for student progress monitoring at the school and grade level in accordance with district expectations.

### Scheduling Guidance

- **How might school leaders provide scheduling support to teachers?**
  - Schools who want to provide strong foundational literacy experiences for students might set daily schedules for K-2 teachers that include 60-75 minutes of foundational literacy, in addition to the 60-75 minute knowledge building block. (If that amount of consecutive time is not available, see Teacher Guidance Document for flexibility.)

### Ongoing Considerations

- **How will you continue providing ongoing support for teachers?** From the experiences of successful curriculum adopters, the importance of scoping out how teachers will be supported during implementation is critical. Consider how professional development will be ongoing, how the support will weave information from the Student Achievement Partners modules, and how teachers will continue to develop a deeper understanding of foundational skills application.
- **Have teachers carved out PLC and/or planning time for unit and lesson preparation?** A collaborative and fluid approach to unit preparation and lesson development will be critical to success. The introductions to each unit are a great starting place for planning. The format provides information for not only lesson preparation but also for building a teacher's content knowledge about the specific skills taught and routines used in the lesson. You might also find this information helpful as you build your own understanding of teaching foundational skills. During preparation time, great consideration will need to be focused on instructional support, checks for understanding, and integration of remediation activities.
- **How are teachers ensuring students are receiving the instruction and remediation needed?** The Assessment and Remediation Guide provides assessment information; each unit also includes embedded assessments. The guide includes baseline diagnostics, ongoing progress monitoring, and intervention strategies to reinforce daily foundational skills instruction.
- **How are you continuing to communicate the district literacy vision and the expectation of the use your purchased materials?** Frequent informal touchpoints during literacy instruction will allow you to ensure that teachers are following the curriculum with integrity and to know where you can further support a teacher.
- **How do you know if teachers are using the TNFSCS with integrity?** As you conduct informal walkthroughs and formal observations, pulling up the materials in the moment is the easiest way to determine if modifications are being made.
- **Have teachers internalized the best practices in foundational literacy?** Observe in conversations and practice sessions: sounds first, systematic approach of building sounds, intentional coding of the letter patterns, and the absence of cueing.
- **How are teachers managing the balance between the TNFSCS and the adopted knowledge building curriculum?** Both foundational skills and knowledge building are critical in early literacy. It is essential that students receive daily instruction for both.
- **Are the decodables being utilized?** For internalization of the foundational skills, students must have the opportunity to practice the skills within a text. Because decodables are controlled for the foundational skills taught, they allow for students to practice acquired skills.
- **What if teachers need additional support during implementation?** Watch the [TDOE Foundational Skills page](#) for additional supporting videos and resources to provide differentiated educator support. Also, ensure that a point of contact is designated in each grade/school for general questions.