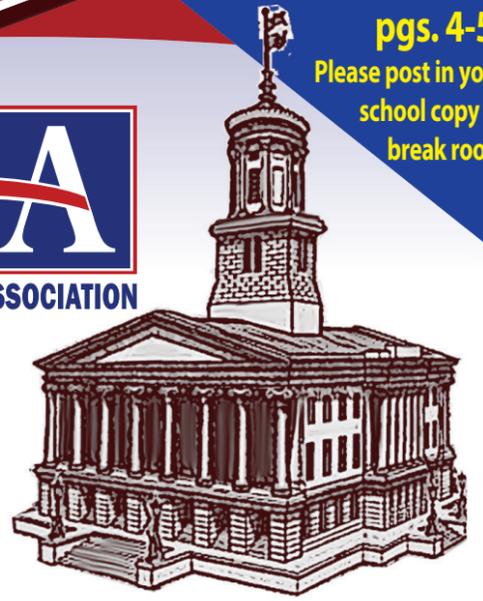


TENNESSEE EDUCATION ASSOCIATION PUBLIC SCHOOL ADVOCATE



"Rethinking School Improvement" poster
pgs. 4-5.
Please post in your school copy or break room



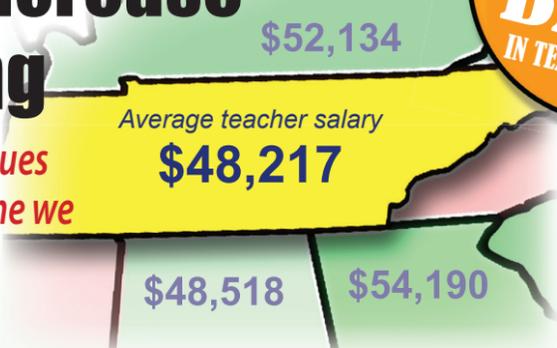
LEGISLATIVE REPORT | February 5, 2018 | VOLUME 4, ISSUE 1

\$212 million increase for K-12 funding

2% pay increase, but with revenues strong - TEA works for more. Time we pass our neighbor to the south

Last week the governor unveiled the state budget during his State of the State address, and continued to make K-12 investment a top priority. Gov. Haslam highlighted \$212 million in new spending, with \$55 million is dedicated to teacher pay. This amounts to about a 2 percent increase in state funding for teacher salaries, about half of the growth from last year.

"There is a significant increase in investment for education in the budget, but in order to support the hard working teachers who have made Tennessee one of the fastest improving states in the nation, this budget does not do as much as it can," said Barbara Gray, president of the Tennessee Education Association.



"We're hopeful that as the economy keeps revenues strong and well above estimates, the state raise for teachers will increase in the final version of the budget. The Haslam administration has done good work in the past, and we're calling on the governor to continue his strong record of investment in teacher salaries."

Tennessee lags behind many of its neighbors in average teacher salaries. As a fun way to motivate Haslam and lawmakers, TEA asks them to "Beat Bama" with a larger pay increase.

Tennessee teachers have pulled within
Teacher salary
cont. page 8

Legislators file TEA-backed bill to make Kindergarten, pre-K portfolio system a pilot this year

Tennessee Kindergarten and pre-K teachers have serious issues with the new state standards and portfolio system launched statewide this year, according to an extensive TEA survey. Now, the General Assembly is taking action, filing bills to protect teachers and raising questions on the appropriateness of the new standards.

Two Knox County lawmakers, Sen. Becky Massey and Rep. Eddie Smith, are sponsoring TEA-backed legislation that would make the portfolio system a pilot this school year. Scores and data would be provided to teachers at the end of the year, but teachers would have the option of including scores in

Kindergarten portfolio
cont. page 6



Sen. Becky Massey and Rep. Eddie Smith (both R-Knoxville)

Two pronged effort to improve teacher salaries and benefits

Goal is to strengthen PECCA and the State Minimum Salary Schedule

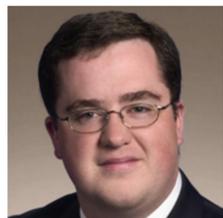
TEA has undertaken a major legislative effort to improve the economic well-being of Tennessee teachers.

The TEA-backed efforts are to ensure state funds get into teacher paychecks and to strengthen local collaborative conferencing negotiations.

Rep. Matthew Hill (R-Jonesboro) and Sen. Joey Hensley (R-Hohenwald) are sponsoring a bill that would improve good-faith in conferencing and require a Memorandum of



Rep. John DeBerry



Rep. Matthew Hill

Teacher economic wellbeing
cont. page 8

What Gov. Candidates Say

Tennessee Gubernatorial Forum sheds light on candidates' views on public education

On January 23, five of the top gubernatorial candidates participated in a non-partisan forum on education, sponsored by SCORE, TEA, and other education groups. TEA supplied questions and topic areas. The forum provided a unique opportunity to hear candidate positions on a wide variety of education issues.

"The governor in Tennessee has a tremendous role and power in K-12 education, from appointing the state board and commissioner, to setting budgets and policy. Tennesseans, including educators from across

the state, will be voting in August primaries and the November general election not only for the next governor, but for the future of public schools," said TEA Vice President Beth Brown.

Brown and other TEA executive committee members and staff were present at the forum to see first-hand not only what the candidates said, but how they said it.

House Speaker Beth Harwell, House Minority Leader Craig Fitzhugh, former Nashville Mayor Karl Dean, businessman Bill Lee, and former

Gubernatorial forum
cont. page 7



THE STRONGEST VOICE FOR SCHOOLS AND EDUCATORS

Community schools offer hope of well-rounded education

By TEA President Barbara Gray



Former U.S. Secretary of Education John King Jr. once said, “A well-rounded education is not just a nicety, but a necessity.”

In recent years, we have witnessed many people lose sight of the necessity of ensuring that every single child receives a quality education. Elected officials got caught up in the all-consuming quest for data, which of course led to the high-stakes testing environment we are now trying to correct.

It is long past time for us to rethink the way we measure success and how we approach school improvement. What does that “well-rounded education” look like for Tennessee students?

We need to consider who does - and who should - have ownership in our schools. Teachers and administrators cannot do it all on our own. To provide the best chance for success, educators and students need the support and resources of the communities we serve.

We need to have honest, meaningful conversations around the support and resources our students need.

The transformational community schools model has proven in other states to unite all stakeholders and actually improve student outcomes.

This model is something I believe we can and should

replicate here in Tennessee. Coalitions and partnerships with all who benefit from strong local public schools can lift our students and our public education system to new heights.

We have to think beyond just parents and educators as those who have a stake in the state of public education. Strong local schools are the foundation for vibrant, successful communities. It is time to invite and welcome our communities into our schools. We need to have honest, meaningful conversations around the support and resources our students need.

You know as well as I do that every community, every school, every student is different. The top-down approach to public education is selling our students short. They are being cheated out of the well-rounded education that is so necessary for their future success in college and career.

A TEA-backed bill to increase funding and support for the transformational community schools model is being considered by legislators again this session. I encourage you to learn more about

this model on pages 4 and 5 of this publication, and talk to your legislators about how the students in your community could benefit.



See “Rethinking School Improvement” poster on pages 4 and 5.

Let legislators know you are still paying attention

By TEA Executive Director Carolyn Crowder

We have all had those students who require extra effort and more time for them to really understand a concept you are teaching. That moment when the light bulb finally goes off with those students can be some of the most rewarding moments as a teacher.

Once that struggling student understands what you were trying to teach him, do you sit back and think to yourself, “My job here is done!”?

Of course not. You press forward, building on that concept to continue challenging that student and keeping him engaged.

The same approach is often needed with some legislators.

TEA members have spent the past six years trying to help legislators understand how “education reform” schemes were harming students and public education - and our efforts worked!

For the first time in six years, the legislative session is off to an unfamiliar start for educators. There is no destructive private school voucher bill hanging over our heads, threatening the stability of our public education system. There are no bills attacking the association and our members.

Instead, legislators are considering bills to further rollback the high-stakes tied to state standardized tests. The governor has proposed another round of increased funding for teacher salaries and state mandates like RTI.

The years of constant phone calls, emails and in-person visits from the educators in their districts have paid off. Legislators on both sides of the aisle understand that teachers need respect and support, not flawed high-stakes tests. Legislators are looking for ways to encourage growth and improve student achievement without punishing Tennessee teachers.

So, now that the tide is turning and there are less immediate threats coming out of the state capitol, is it time to kick back and think “Our work here is done!”?

Of course not. Just like we would do with our struggling students, we

Legislators have been reminded over these past few years that educators are a force to be reckoned with...

must keep pressing forward. We must constantly remind our elected officials what we and our students need to succeed. We must constantly demonstrate that we are paying attention, and that we are deeply committed to ensuring our system of strong public schools continues to thrive for generations to come.

In the freedom of not needing to spend as much time defending our students and our profession from terrible legislation, we can focus more effort on pushing our legislators to support positive changes to improve our schools. Be sure to keep a close eye on each issue of The Advocate to stay up to date on the legislation you should be discussing with your state senator and representative.

Legislators have been reminded over these past few years that educators are a force to be reckoned with - let’s make sure they don’t forget it!



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UniServ Staff contact information can be found on page 6.

Save money with educator tax cuts

TEA members can deduct 91% of association dues

TEA knows every dollar counts in your family budget. That is why when tax time rolls around, it is important that you know the many tax deductions you qualify for as a professional educator.

First, **TEA members can deduct 91 percent of your association dues for the 2017 tax year.** The nondeductible portion of TEA dues is 8.5 percent related to certain lobbying and political activities, so you can deduct \$250.54 for active full-time teachers and \$125.27 for full-time education support professionals as miscellaneous itemized deductions on Schedule A, Line 21.

Teachers may also deduct up to \$250 for classroom supplies purchased in 2017. This is a particularly advantageous deduction because it is an above-the-line deduction on line 23 on Form 1040, which means you don't have to itemize to take it and it reduces your overall adjusted gross income. If you and your spouse are filing jointly and both of you were eligible educators, the maximum deduction is \$500.

Other situations faced by educators preparing their taxes include:

Income from outside work

If there is no additional withholding on outside work, you want to be sure to avoid a penalty for under withholding— i.e., when your overall tax liability exceeds the amount of tax you had withheld by certain margins. The outside income should be reported on your federal tax return.

Other non-reimbursed employment expenses

You can deduct expenses for classroom supplies beyond the \$250 amount as non-reimbursed employment expenses, which are defined as expenses that help you conduct your job even if they are not required. However, these deductions are subject to a 2 percent limit on itemized deductions—this means you can only deduct the amount that exceeds 2 percent of your adjusted gross income on Schedule A line 21.

Lifetime Learning Credits

If you take courses that you pay for yourself, whether or not they are required for certification, you may qualify for the American Opportunities Credit or the Lifetime Learning Credit, see Form 8863 for more details.

Be sure to work with a tax advisor or reliable tax software that clearly addresses your situation, especially if you are in the higher income brackets. And keeping receipts or a careful log is critical for the classroom supplies deduction and other tax benefits.

Free tax help

You may be able to file your taxes electronically for free. Visit www.IRS.gov for more details.

Volunteers are available in communities nationwide providing free tax assistance to low-to-moderate income (generally less than \$54,000 in adjusted gross income) and elderly taxpayers (age 60 and older). At selected sites, taxpayers can input and electronically file their own tax return with the assistance of an IRS-certified volunteer. Visit www.IRS.gov (Keyword: VITA) to find a VITA/TCE site near you.

ASK TEA

ANSWERS FROM THE EXPERTS AT THE TEA HOTLINE

Q: I'd like to receive TEA Legislative Update emails – what steps should I take?

A: The Advocate is a bi-weekly TEA publication mailed to all TEA members during the legislative session. If you'd also like to receive email updates from TEA as important updates arise, send an email to asmirnov@tnea.org. The frequency of TEA email updates varies depending on what is happening in the legislature. If you have additional questions about current legislative action, contact your UniServ coordinator or local association president.

Q: I've heard a fellow TEA member say she is a member of the LCT. What is LCT? How can I be more involved in legislative advocacy?

A: LCT stands for Legislative Contact Team. This is a group of TEA members who have been identified to contact their local Tennessee legislators for discussion of education issues when there is pending action in the General Assembly. To learn more, contact your UniServ coordinator.

Q: What is Civication? I'd like to know more about the legislative process.

A: Civication is the term used by TEA to describe an event in which TEA members come to Nashville to meet with their legislators and to attend meetings in the state legislature. Since the General Assembly's Education Committees typically meet on Tuesday and Wednesday, groups of members from local associations come to Nashville on the Tuesday/Wednesday of their Spring Break. Civication events are hosted by TEA to provide our members with relevant information to be shared with other members and with legislators. It's an opportunity to see the legislature in action and to discuss important issues with your state representatives. For more information, contact your UniServ coordinator or local association president.

Q: Due to a situation that's developed at my school, I need to speak with a TEA attorney. How can I contact the TEA legal staff?

A: TEA members often need access to TEA services and are unsure whom to contact. When a member needs TEA representation, the first contact should always be to the local association representative and/or the TEA UniServ Coordinator. "UniServ" is an abbreviation for Unified Services, and the TEA staff who live and work in communities across our state are the professionals best equipped to determine the specific assistance needed in each case. These "field staff" individuals can discuss a member's situation and provide guidance in solving a problem, including whether to consult Legal Services. TEA UniServ contact information is provided on page 6 of this publication.



The TEA Advocacy Hotline supports local leaders and building representatives in answering member questions. If you have an employment-related question, please contact your building rep or UniServ coordinator.



TEAteachers.org/civication

Join educators from across the state in participating in TEA's Civication on the Tuesday of your Spring Break. TEA will pay mileage, and if you live more than 50 miles from Nashville, we'll take care of your hotel room. Contact TEA today!



TENNESSEE EDUCATION ASSOCIATION

FOR MORE INFORMATION AND TO REGISTER ONLINE, VISIT:

www.TEAteachers.org/Civication

Rethinking Schools

How the transformational community schools

Strengthen curriculum and after-school programs and engage students with after-school programs in the arts, languages, and ethnic studies, ELL, Special Ed, GED preparation, and job training



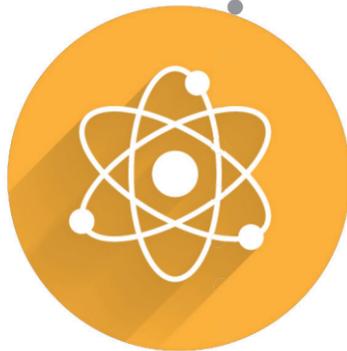
Transformational

One of TEA's top legislative priorities this session is to strengthen and expand existing state law on the creation and funding of community schools.

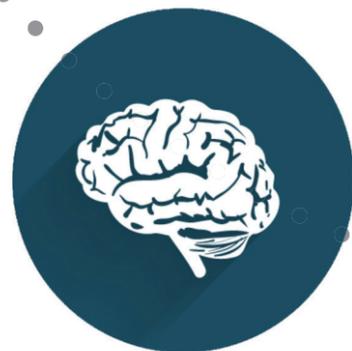
Expanding support and resources for community schools will give districts another option for improving student achievement, rather than the threat of a state takeover.

A community school is created in partnership with administrators, parents, teachers, students and the community to meet the unique needs of children in one particular community. This model has proven to increase proficiency, engagement, and

Insist on extensive parent and community engagement, involving the full community in planning and decision-making



Provide community support services such as health care, mental-health counseling, and other support, before, during, and after school



The strongest voice for educators



School Improvement

Schools model increases student achievement



Emphasize high-quality teaching instead of high-stakes testing, enabling teachers to identify and meet students' needs

Community Schools

college and career readiness.

The transformational community schools model can be implemented in any school and in any community, whether it be an urban, suburban or rural district.

TEA, along with our partner organization Tennessee Alliance to Reclaim Our Schools, is advocating for a transformational community schools model that focuses on academics, child development, family involvement, health and social services, and community support which leads to improved student learning, stronger families and healthier communities.



Focus on positive discipline practices as well as social and emotional learning supports, resulting in fewer suspensions and harsh punishments



Implement shared leadership philosophy empowering parents, teachers and administrators



www.TEAteachers.org



TEA pushes pilot year for kindergarten, pre-K portfolio system

Kindergarten portfolio from page 1

their overall evaluations if it benefited them.

“Knox County was a leader in developing and using a portfolio system for Kindergarten and pre-K, and it was clear the system and standards worked well last year,” said Rep. Eddie Smith. “Clearly there are problems with the changes made from this year to last, and it’s important we respond to the teachers in our classrooms.”

More than 1,200 Kindergarten and pre-K teachers took the TEA portfolio and standards survey, a significant portion of early-grade educators statewide. The survey was developed by TEA, working with teachers and specialists to ensure validity.

The survey asked questions on the new ELA standards and portfolio system, and asked about prior year portfolio use to gain comparative data. The results were a clear call for change, raising deep concerns on the appropriateness of the new state standards and the requirements of documenting student work.

“This is important feedback from Tennessee’s teachers. They clearly say the new standards are not developmentally or age appropriate, and that the portfolio requirements are onerous and take away from instruction time,” said Jim Wrye, TEA’s chief lobbyist. “Educators took the time to really drill down, and some standards were deemed appropriate as stand-alone benchmarks. However, the overwhelming judgment of classroom teachers was when the state clustered standards in highly complex combinations, they became age and developmentally inappropriate for

Kindergarteners.”

Sixty-four percent of teachers said clustered standards were developmentally inappropriate, while only 15 percent found them appropriate.

“What is telling in the data is less than 2 percent strongly agreed the clustered standards were appropriate, while 38 percent strongly felt they are not,” said Wrye. “When you see such disparity in strongly held opinions, it gives you a real sense of the frustration across the state.”

When asked whether the clustered standards presented challenges when trying to assess and score student growth for the portfolio, almost 90 percent agreed, with 63 percent strongly agreeing.

“Kindergarten and pre-K teachers are truly at a loss at how such young students can perform tasks to meet the complex standards and measure student progress. That’s where this new portfolio system is really staggering and why so many early grade teachers are concerned about what this will do to their students and classrooms.”

Seven of 10 teachers said the Kindergarten and pre-K portfolio system should be implemented as a pilot, and that is the basis of legislation sponsored by Smith and Massey.

“It’s clear from the Knox teachers I talked to and the survey data that there was support for the portfolio system last year. Early grade teachers want the feedback and evaluation of their student work, and they certainly don’t want to be evaluated by students they do not teach,” said Smith. “We had Knox teachers testify last October before the House education committees

and they made a compelling case about problems this year with the new standards and portfolio system. We need to take action and make this a pilot year and push the department to revise standards so they are meaningful and achievable.”

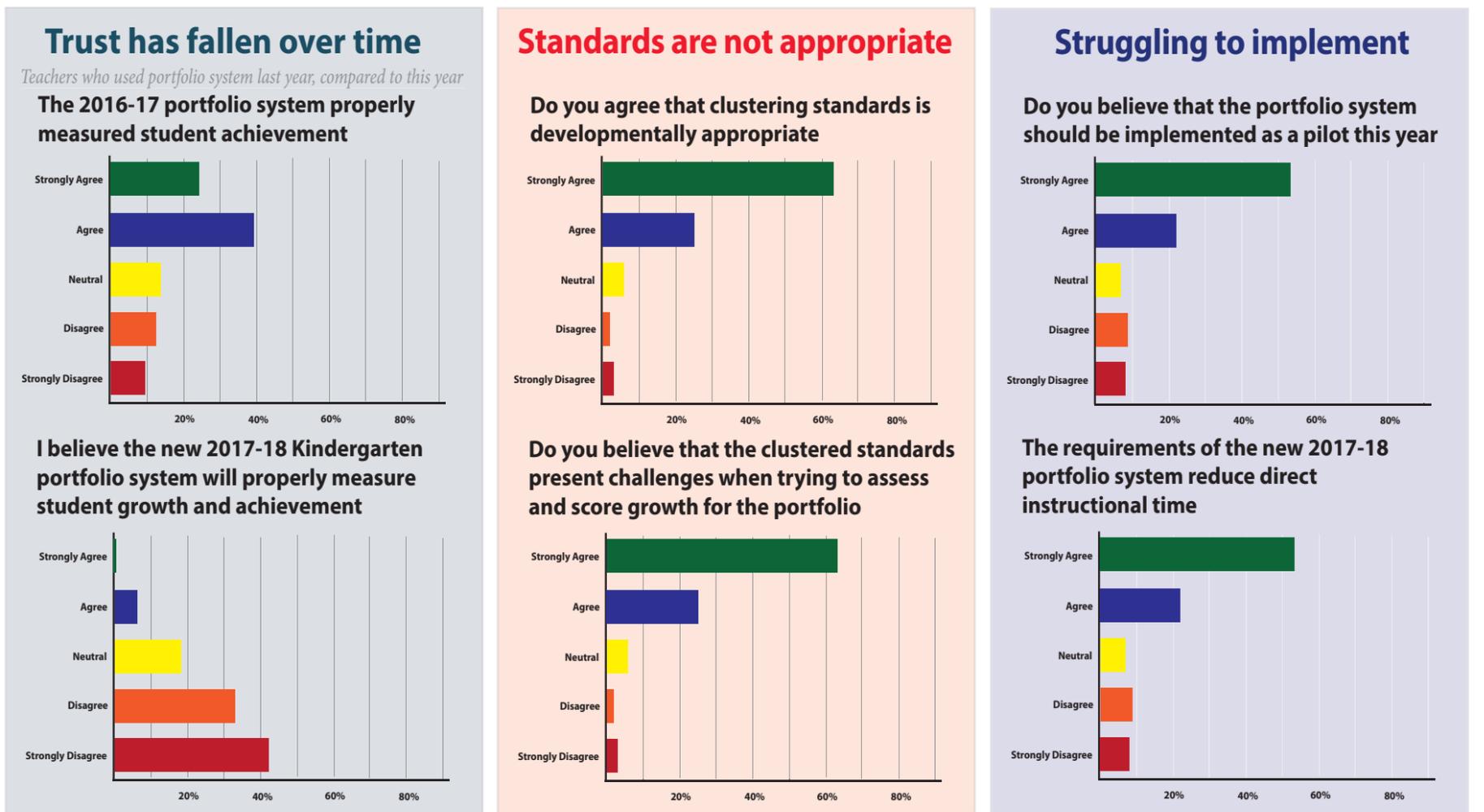
Approximately 12 percent of surveyed teachers had used the portfolio system in 2016-17, and the data showed for the most part teachers felt the system worked well and measured student achievement.

Ninety percent of teachers report problems in assessment creation, including difficulty in videoing students. Compared to last year, there is a marked increase in teachers reporting portfolio requirements cut into instruction time. Teachers report lost days as they struggle to document student work.

There has also been widespread concern about the recently released state requirement that for every 10 teachers using the portfolio system, a school system must designate one to grade portfolios. Questions about compensation, training, reviewer selection and time requirements are left at this date unanswered.

“Portfolios in untested grades provide a real opportunity to track student progress and give feedback to teachers,” said TEA Chief Lobbyist Jim Wrye. “But you need to get them right, and the state has put trust in the system at risk with the new standards and requirements. TEA will work to make this a pilot year to hold teachers harmless in evaluation, and push for more age-appropriate standards. Clearly our teachers want a change.”

KEY TAKEAWAYS FROM THE TEA KINDERGARTEN PORTFOLIO SURVEY



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www.teateachers.org
www.nea.org

Gubernatorial candidates talk education at forum



Craig Fitzhugh



KEY TAKEAWAYS: *Passionate advocate for public schools, ready to invest in education*

“The most important thing Tennessee does is education... We want to make sure we don’t fail our kids.”

Beth Harwell

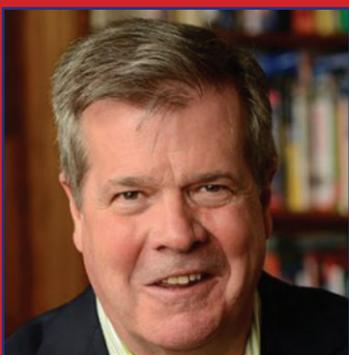


KEY TAKEAWAYS: *Stands as an educator, skeptical of TNReady validity*

“We have now given two back-to-back 4% pay increases to our teachers. Would I like to do more? Of course. And when the budget allows for that, I will.”



Karl Dean



KEY TAKEAWAYS: *Willing to listen to teachers, advocate for better teacher pay*

“The key is to seek improvement in K-12. If students go into college prepared, they’re much more likely to succeed.”

Randy Boyd



KEY TAKEAWAYS: *Add tests to 1st and 2nd grade, knows how poverty is a learning barrier*

On TNReady problems: “When the scoreboard breaks, you don’t just stop keeping score. You fix the scoreboard.”

Bill Lee



KEY TAKEAWAYS: *Supports vouchers, understands the importance of CTE*

“It is unfortunate that our neighboring states pay teachers more than we do, when our teachers do a better job.”

Gubernatorial forum from page 1

Haslam administration official Randy Boyd stood before a large crowd on the campus of Belmont University. Congresswoman Diane Black ducked the event because of what was described as a scheduling conflict. The conflict was between attending a Nashville fundraiser or attending a forum on the most important issue in the campaign. She picked the fundraiser just miles from the forum venue.

“There will be other forums, but this one was on education and there are a lot of important issues, from testing to vouchers, coming up on the subject in the next few years,” wrote Knox News Sentinel’s Frank Cagle.

Teacher pay dominated the first part of the forum, with universal agreement it is far too low and must be a priority moving forward. Harwell and Fitzhugh pointed to the record increases in state education funding over the past several years, but both expressed concerns that dollars were not getting into paychecks. Harwell pushed for an increase to the state minimum salary schedule last year, and wants more action on ensuring dollars get to teachers. Lee noted that Tennessee teacher salaries

lagged behind neighboring states, and Dean touted his record as Nashville mayor raising the starting salaries of Metro teachers. Boyd highlighted he wanted pay for test scores, something that rang hollow to members in the audience.

“We know by research and common sense that dangling bonuses in front of teachers does not make them work harder or improve test scores,” Brown said. “Teachers work hard for every student, every day, and it’s important that candidates know this.”

Testing was a major issue in the forum. Harwell noted she was the only educator on the stage.

“I did not get into education to give tests, I did it to teach,” Harwell said. She expressed concern over TNReady, questioning the validity of the data and the lagging confidence of teachers and parents. Fitzhugh also questioned the validity of TNReady.

Boyd talked about looking at reducing the number of tests, but endorsed the idea of standardized testing in first and second grade, something TEA opposes.

“We have universal screening with local benchmark testing, things we already use for RTI,” Brown said. “I think pushing high-stakes

TNReady testing on six and seven year-olds is an incredibly bad idea.”

Privatization also was a topic in the forum. Lee was clearly for vouchers and expanded charter schools, saying that parents needed more choices. Dean talked about charter expansion while Nashville mayor, but expressed concern about what they do to budgets.

Harwell noted that she was the sponsor of the 2002 charter law, and saw some charter schools as innovators while others needed to be closed. She also advocated for a hard cap of any future charter expansion. “We have enough of them,” she said.

The forum was not a debate, so there were no declared winners and losers. After the forum, attending TEA executive committee members indicated for the Republicans, Harwell had the best performance. For the Democrats, Fitzhugh stood out.

“The evening provided insight on where the candidates stand in education issues,” said Brown. “We have a tremendous opportunity in the coming elections to elect a governor that will listen to educators and address our concerns. I’m glad we were a part of it.”

Time to jump ahead of Alabama, and gain on the rest in teacher pay

Teacher salary
from page 1

\$300 a year of the average pay of teachers in Alabama, meaning Tennessee could pass them with a larger increase this year.

With an estimated 3 percent increase in Alabama's budget, TEA estimates Tennessee will need at least a 4 percent overall state increase to pass our southern neighbor, a cost of \$110 million.

"The governor rightly points out we are making bigger gains in academics and graduation, far outpacing our neighbors. I think it's time teacher compensation matches the achievement," said Gray.

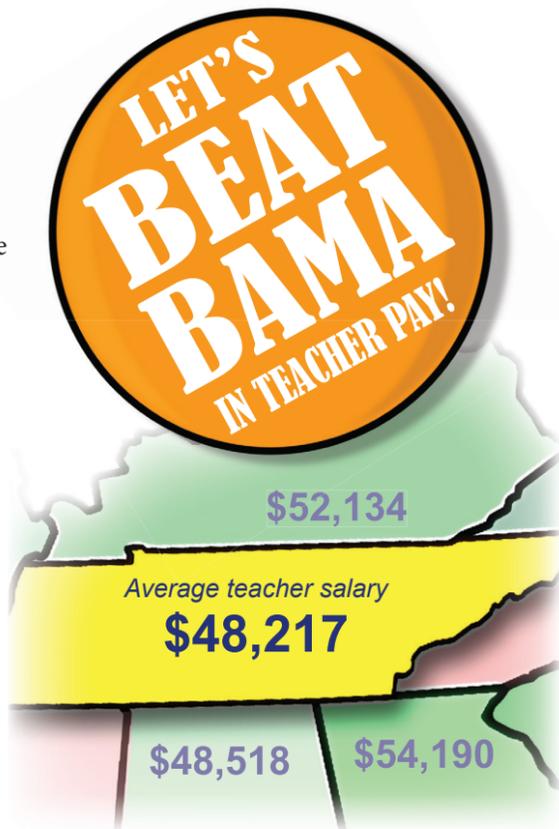
The rest of the \$212 million K-12 increase is spent on student enrollment increases, and inflation for the funding formula. There is an additional \$50 million for teacher health insurance and TCRS funding, to ensure the pension system remains the most stable in the nation. There is also \$13 million for hiring RTI specialists statewide.

The investment is smaller than last year's number despite strong revenue growth, including a month of December that saw an incredible \$140 million increase over December 2016. In fact, the state revenue is on track to exceed budget projections by more than half a billion dollars this year.

"The governor's hard work on teacher

pay has us tantalizingly close to overtaking Alabama in average teacher salary," Gray said. "There are few things Tennesseans enjoy more than beating Bama!"

TEA will continue to push hard to secure more money in the budget for teacher salaries, and to continue the ongoing work to ensure it ends up in paychecks.



Memphis-only voucher bill pulled, other threats still loom

Boy, that was quick.

Sponsors of a measure to create a voucher system exclusively in Memphis recently announced that the bill would not be advanced, effectively ending the fight over private school vouchers in 2018 before it began.

Citing a lack of desire for the legislation amongst Memphians, the decision was a culmination of months and years of hard work and hard fights by teachers, parents, and locally elected officials.

More broadly, it is a sign that the tide is shifting in the battle for the survival of public education in Tennessee, as TEA has fought for years against deep-pocketed out of state privatization groups pushing privatization schemes.

"We're grateful that the sponsors of this bill listened to the community it would affect," said TEA President Barbara Gray, an administrator from Shelby County. "It is clear that Memphians love our public

schools, and we will defend them. We look forward to moving the conversation on to how best to support our schools and communities."

While the voucher bill that garnered the most attention last year will not be moving, defenders of public education must stay vigilant. Privatization groups have once again sent a large cadre of lobbyists to the statehouse, and it's hard to imagine there won't be some sort of effort to undermine public education. Rumors have already surfaced about efforts to expand the IEA, a special education voucher program passed in 2015, or other voucher-type legislation like tax-credit scholarships.

"You can dress it up and call it whatever you want. If it's draining resources from public schools, it's a voucher," said Gray. "TEA stands ready to fight any and all voucher schemes brought by out-of-state privatizers and will protect our kids and our public schools."

No matter what they call them...

**Tuition Tax Credits,
Education Savings Accounts,
Opportunity Scholarships...**

**They're all
VOUCHERS!**

TEA Bill Tracker

The ones to watch

The list below is just the beginning of the bills TEA will be tracking this session. The bill filing deadline was Thursday, Feb. 1 - the same day as our print deadline for this issue of The Advocate. Be sure to check back in future issues for a more comprehensive list of important legislation to watch in 2018.

The Good:

HB1549/SB1804 (Terry/Ketron)

Exempts teachers from having the Praxis to get a TN license for teachers coming from other states that have eval scores of 4 or a 5 in their first two years.

HB1570/SB1664 (Brooks, H, Dickerson)

Prohibits a charter school from operating outside the boundaries of the LEA from which it was authorized, requires a delay in opening if a building isn't secured within 60 days of the start of school.

HB1855/SB1806 (Rudd/Ketron)

Prohibits the state from mandating any tests not given during the 16-17 school year until the 21-22 school year.

The Bad:

HB1481/SB1844 (Dunn/Gresham)

Ties funding for teacher prep programs to TVAAS scores.

HB1778/SB1896 (Kane/Gresham)

"Course Access Program Act" Provides for a "virtual voucher" where a student may take online classes paid for by a portion of the student's BEP funding

HB2009/SB2011 (Goins/Gresham)

Expands powers of the state board of education to suspend teacher licenses, rather than progressive discipline through the LEA

Strengthen PECCA and the State Minimum Salary Schedule

Teacher Economic Wellbeing
from page 1

Understanding at the end of the process.

Sen. Brian Kelsey (R-Germantown) and Rep. John DeBerry (D-Memphis) are sponsoring a bill that would automatically increase the State Minimum Salary Schedule by the percentage increased in state budgets for teacher salaries.

"These two efforts can have a strong impact on the salaries of teachers," said Jim Wrye, TEA chief lobbyist. "At the local level, having teachers engage in collaborative conferencing that leads to strong MOUs can help increase local funding, secure state dollars for salaries, and protect and improve benefits."



Sen. Brian Kelsey

For years average teacher raises tracked with increases in the state budget.

In 2013, then-Commissioner Kevin Huffman convinced the state board to gut the schedule and to raise the matrix by half of what the General Assembly provided in state budget.



Sen. Joey Hensley

"Linking a rise in state minimum to the increase in the state budget for teacher salaries should help drive up teacher pay, the rising tide will lift all boats," said Wrye. "I am glad with the initial support we are getting for these efforts."