



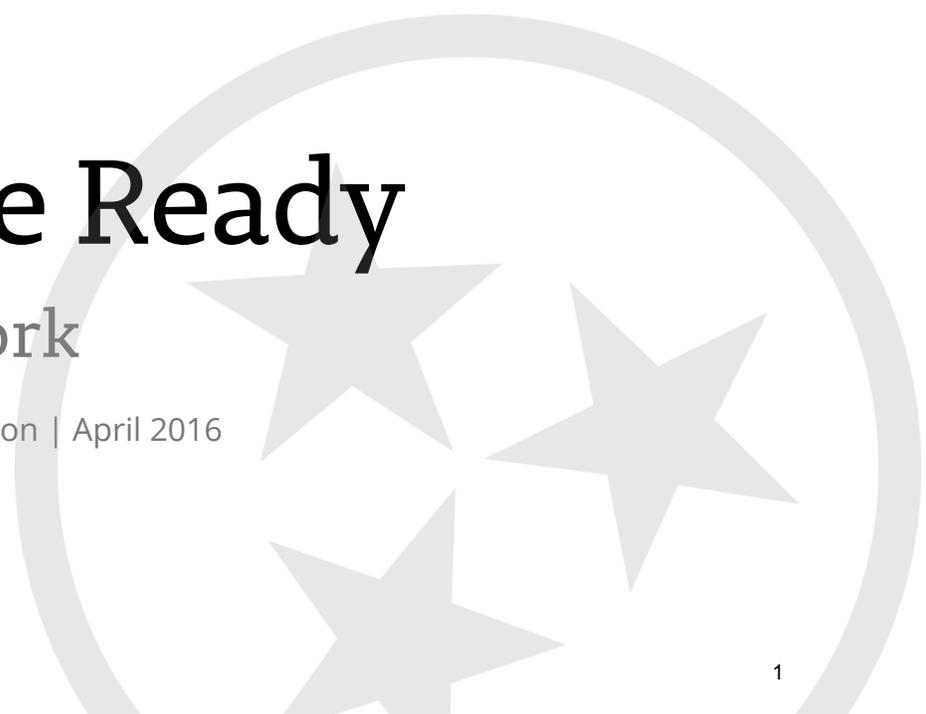
Department of
Education



Read to Be Ready

Coaching Network

Tennessee Department of Education | April 2016





In my classroom, I read aloud to my students every single day. There seem to be more and more things that require my time and attention, and fewer and fewer snippets of time to stop and read, but read-aloud time is too precious to lose. At the end of each day, we pack up about 10 minutes early, turn out the lights, the students put their heads down, and we share rich reading experiences from authors such as Kate DiCamillo, E.B. White, Roald Dahl, and Beverly Cleary. Because many of my students come from poverty, this time spent with text that is above their reading level is invaluable; they're exposed to the rich vocabulary, poetic cadences, and timeless lessons that come from the best of children's literature, and they have the skill set of a mature reader to help them navigate the language.

Catherine Whitehead

Third grade teacher, Chester County
2015-16 Tennessee Teacher of the Year

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By any measure, too many children in Tennessee **struggle to read.**

Goal: 75% of Tennessee third graders will be proficient in reading by 2025.

How will we do it?

1. Support deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension.
2. Increase schools' and teachers' ability to differentiate instruction in the early grades and to target students' academic and non-academic needs as early as possible.
3. Improve RTI² implementation for students who need greater support in specific skill areas.
4. Get better at getting better.

READ TO BE

READY



**75 percent of Tennessee students
reading on grade level by 2025**

Read to be Ready Coaching Network

Why should we focus on K-3 reading?

Tennessee has made tremendous gains in student achievement over the past decade. Tennessee's performance on the National Assessment of Education Progress (NAEP) has risen to a level where the goal of becoming one of the top 25 states in the nation is within reach. In the past few years, student results on the Tennessee Comprehensive Assessment Program (TCAP) have improved in grades 3–8 math, grades 3–8 science, high school math, high school science, and high school English.

However, elementary reading remains a challenge. On these same assessment measures, results in grades 3–6 English language arts have stagnated or declined, with fewer than half of Tennessee students meeting grade-level benchmarks. The results are even worse for our state's underserved populations, with only **32 percent** of economically-disadvantaged students and **20 percent** of students with disabilities reading proficiently. These results bear short-term consequences for students' grade-level learning, but the long-term impact of low reading achievement is also significant. Research shows that the vast majority of students who fail to learn how to read early continue to fall behind in school each subsequent year. In fact, students reading below grade level in third grade are **four times** less likely to graduate from high school by age 19.



Fortunately, with high expectations and effective instruction, students in grades K–3 can become proficient readers who think critically about texts, who write and speak with understanding, and who love to read. Improving reading instruction in grades K–3 is a valuable investment and prepares students for a future of academic, personal, and professional success.

Subgroup proficiency rates in third grade



Black, Hispanic, or Native American



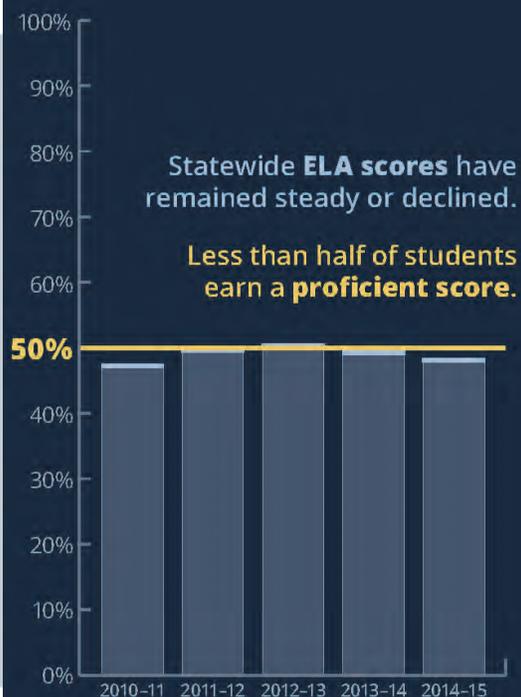
English Learners



Economically disadvantaged



Students with disabilities



Why should we focus on a statewide reading coach network?

To achieve the dramatic academic growth we're aiming for, schools and districts need a plan of support that is high impact, sustainable, and proven to work. Sit-and-get workshops and one-size-fits-all curriculum sets likely won't be sufficient in supporting the complex work of teaching students to read. Rather, what's needed is a differentiated system of over-time support, rooted in our state's academic standards.

Reading coaches work directly with teachers to improve school reading programs. They are experienced, knowledgeable reading teachers who provide assistance to others by building and nurturing new knowledge and supporting the application of effective teaching practices. Research studies show that a positive and significant correlation exists between teachers who receive reading coaching and their students' achievement gains.¹ Furthermore, school and district reading coaches are able to provide the kind of ongoing, job-embedded professional support that is needed for continuous learning and sustained application.² This type of support is only possible at the school or district-level. That is why the department is committed to creating a new type of partnership with districts to support this work.

In addition to national research, we have evidence of the impact of coaching in Tennessee. Over the past two years the department has partnered with the University of Pittsburgh to develop and test a math instructional coaching model. From this work, we have seen anecdotally and empirically that both coaching and teaching practice have improved over time. For example, coaches received training on moves in conferencing that either opened up or closed down the discussion with the teacher. There was an increase in coach use of *moves* that open up the conversation and a decrease in *moves* that close down conversation. Our research team also found an increase in rigorous instruction to support conceptual student understanding over time. The learning from this coaching work in Tennessee has shown the potential impact of coaching and informed the planning for the Read to be Ready Coaching Network as well.



¹ Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48.

Biancarosa, G., Bryk, A. S., & Dexter, E. R. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The elementary school journal*, 111 (1), 7-34.

² Knight, J., & Cornett, J. (2009). Studying the impact of instructional coaching. *Manuscript. University of Kansas Center of Research on Teaching*.

Our Theory of Action

The purpose of any professional learning is to improve teachers' understanding of content and student learning with the aim of improving instructional practice. Read to be Ready coaches must be equipped with deep knowledge of reading instruction to effectively lead reading professional learning opportunities for teachers in the district. To that end, we will offer training for coaches that is focused and sequenced to build their reading knowledge, concentrating on one topic for each of six semesters. Reading coach consultants in each region will also guide district Read to be Ready coaches in strong coaching techniques through direct instruction, modeling, side-by-side coaching, and an observation/reflection cycle.

District Read to be Ready coaches will lead reading professional development each semester for teachers through PLCs, grade-level meetings or by scheduling other time for learning. Read to be Ready coaches will follow this direct instruction with support throughout the semester by planning together with teachers, teaching model lessons, co-teaching, or observing teachers and providing feedback. Teachers will learn and implement the reading content through the "learn, plan, apply, reflect, refine/extend, and evaluate" coaching cycle. This focus on one topic over a semester will allow teachers to incorporate their new learning into existing frameworks and to refine their practice as they go, changing practice and building capacity.

The ultimate goal of the Read to be Ready Coaching Network is improved student achievement. Through a consistent, focused coaching process, teachers will be equipped with understanding of reading instruction and will apply their learning effectively so that students have a rich reading learning experience. Our goal is to help students become proficient readers who think critically about texts, who write and speak with understanding, and who love to read.



Instructional Outcomes

What classroom-level changes will we see as a result of the Read to be Ready Coaching Network?

The three-year Read to be Ready Coaching Network is organized around **six coaching cycles**, each lasting **one semester** and focused on a **specific instructional outcome**. This model is based on research that shows that deep study of fewer yet connected topics is more likely to lead to consistent changes in practice.³ This kind of focused model will better support teachers in developing the thorough reading knowledge required to make strategic instructional decisions that lead to greater learning outcomes for students.

These six instructional outcomes were selected based on a range of data sources, including statewide assessment results, the TNTP literacy landscape study, and district survey responses. These instructional outcomes are aligned with the revised Tennessee Academic Standards and anchored by the instructional shifts for English language arts. Additionally, these instructional outcomes highlight the importance of developing knowledge-based reading competencies, such as comprehension and vocabulary, in addition to skills-based literacy competencies, such as alphabet knowledge and word reading.⁴

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Guided Reading and Instructional-level Texts
	Semester 2	Independent Reading and Reading Conferences

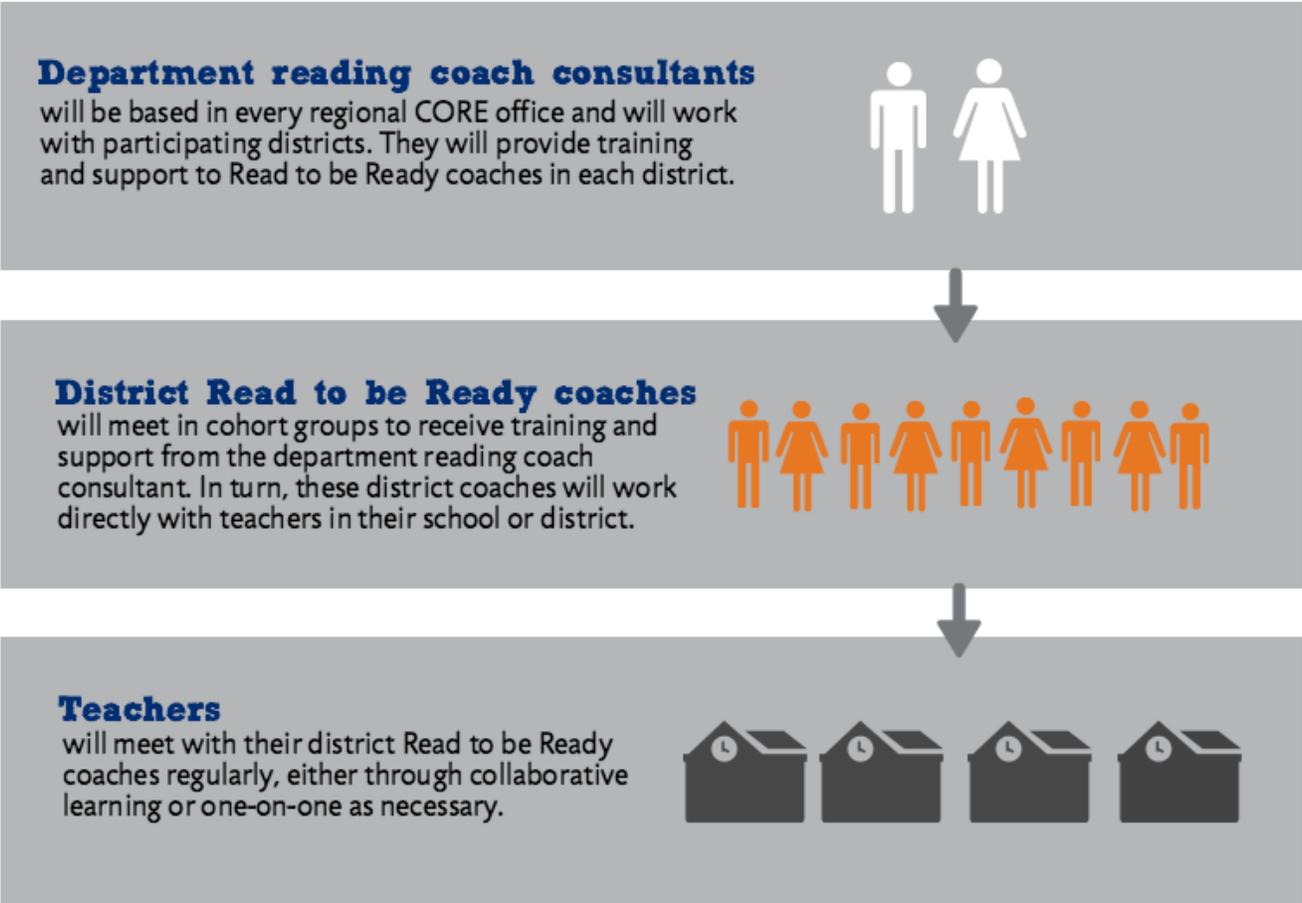
The Read to be Ready Coaching Network will focus on effective instructional practices for **Tier I instruction**. However, coaches will also receive guidance on how each instructional outcome can be translated to Tier II and Tier III settings.

³ Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F.. (2002). Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study. *Educational Evaluation and Policy Analysis, 24*(2), 81-112.

⁴ Tennessee Department of Education. 2016. Setting the foundation: a report on elementary grades reading in Tennessee.

Supporting the Network

The department will hire 16 reading coach consultants, with at least *one* consultant placed in each region and housed in each CORE office. Each reading coach consultant will work with approximately 30 district Read to be Ready coaches. Each district Read to be Ready coach is expected to work with at least 15 teachers in a group setting with one-on-one support as needed. These Read to be Ready coaches will be employed by districts and receive training, resources, and a stipend from the department.



Training and Development

What type of training and ongoing support will Read to be Ready coaches receive?

Read to be Ready coaches will receive training in high-impact, standards-aligned reading instruction *and* in the principles and practices of effective coaching. All professional support will be provided by the department and hosted regionally by the CORE offices.

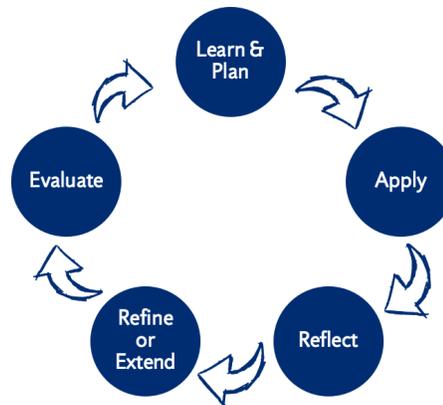
- **August Kickoff Institute:** During this week-long intensive training experience, Read to be Ready coaches will study all six of the instructional outcomes in depth. Coaches will develop an understanding of how the six instructional outcomes fit together into an integrated literacy block and how, together, they support students in meeting grade-level benchmarks. Additionally, coaches will be introduced to the effective coaching principles and practices that will guide their interactions with teachers. This institute will provide coaches with a strong foundational understanding of the content that will be covered over the three years of the program and will also equip them to begin implementing coaching principles and practices with teachers starting at the beginning of the school year.
- **Monthly Cohort Meetings:** Each month, coaches will convene in person or virtually for regional cohort meetings. Meetings will prepare coaches to engage in the coaching cycle and provide opportunities to review and deepen knowledge of the instructional outcomes and coaching principles and practices. Reading coach consultants will work with their district Read to be Ready coach cohorts to schedule these meetings, based on the group's availability.
- **Differentiated Support:** Coaches will have opportunities for extended study, practice, and problem solving with reading coach consultants, as needed.



The Coaching Cycle

How will Read to be Ready coaches and teachers work together to achieve the instructional outcomes?

Coaches will lead and support teachers through a **five-part coaching cycle**, with each step generally corresponding to one month of the semester. The coaching cycle is grounded in principles of collaborative learning but also allows for differentiated and one-on-one coaching as needed. Professional learning for coaches will be structured in similar cycles to what coaches implement with teachers.



Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Guided Reading and Instructional-level Texts
	Semester 2	Independent Reading and Reading Conferences

Principles & Practices of Coaching

What beliefs and actions will guide coaches in their work with teachers?

In addition to deep training in the instructional outcomes, coaches will receive extensive training in the principles and practices of effective coaching. **Coaching principles** include critical mindsets around coaching, while **coaching practices** include the language, tools, and actions coaches use with teachers to build knowledge and improve classroom instruction.

Sample coaching principles

- The goal of coaching is to increase student learning by deepening teacher knowledge and improving instructional practice.
- Coaches are learners and should actively participate in learning communities alongside teachers.
- Coaches facilitate reflection and support teachers in building their own reflective skill.

Sample coaching practices

- Active listening
- Asking probing questions
- Artifact analysis

Coach and Teacher Experience

What will participation in this network look like for district Read to be Ready coaches?

District Read to be Ready coaches will **attend full-day meetings once a month** with their reading coach consultant and with other Read to be Ready coaches in their cohort. They'll participate in **additional one-on-one or group learning experiences** with their reading coach consultant as needed or as requested, either in person, over the phone, or via webinar. Interactions with the reading coach consultant will focus on improving coaching results through reflection, collaborative discussion and problem solving, and resource sharing. On average, Read to be Ready coaches will likely interact with their reading coach consultant **two to four times each month** in a mix of in-person and distance settings.

Read to be Ready coaches will spend at least **60 percent of their time** engaged in the work of this program. Coaches will lead monthly collaborative learning experiences with teachers aligned to the steps of the coaching cycle. These monthly sessions may be differentiated and redelivered to various groups of teachers, e.g. different grade-level teams, teachers at different schools, or first year teachers. Coaches will also be equipped with a suite of tools to support additional collaborative learning experiences. These tools may include:

- PLC guides,
- exemplar lesson plans aligned to the instructional outcomes,
- observation rubrics aligned to the instructional outcomes, and/or
- sample questions and scripts for one-on-one coaching conferences.

While certain components of the coaching cycle are fixed and will be required for all coaches to complete, the **model is designed to be flexible** to the needs of schools and districts. Coaches should seek to utilize the professional learning structures already in place at their schools, such as PLC meetings, grade-level planning meetings, pre- and post-observation conferences, etc. The reading coach network is **not intended to replace the effective professional development** that's already occurring in schools but rather to support, supplement, and enhance this work by providing a well-defined instructional focus and aligned resources for supporting teachers in improving their practice through a focus on planning.

Districts and schools should work closely with their Read to be Ready coaches to determine the best ways for them to spend the remaining 40 percent of their time. Some districts may decide to increase the amount of time coaches spend coaching. Others may set their coaches up to lead other important work, such as teaching Tier II and Tier III intervention groups. While districts are best positioned to make decisions about how coaches spend their time, the department encourages districts to consider how they can take advantage of their Read to be Ready coaches' literacy knowledge throughout the day. Coaches' time is ideally focused on improving reading programs and overall instructional effectiveness and not on administrative tasks. Specifically, Read to be Ready coaches should not be involved in evaluating the teachers they coach, as taking on that responsibility can affect the tone of the coach-teacher relationship.

What will participation in this network look like for teachers?

Through this network, teachers will participate in collaborative learning experiences that build their knowledge of reading and effective reading practices while also providing opportunities for one-on-one coaching as needed. While teachers should continue to teach a comprehensive literacy block aligned to academic standards throughout their participation in this program, the instructional outcomes model allows them to focus their reflection and growth on specific high-impact literacy routines, improving their instruction consistently over time.

Similarly, teachers will continue to spend their collaborative or learning time in PLCs, grade-level team meetings, and regular professional development workshops. However, within this program, these various professional learning experiences are unified around the instructional outcomes, providing a common thread that focuses and deepens study. Research shows that this depth-of-study approach, based on a series of coherent topics, is generally more effective for teachers and more likely to lead to positive changes in classroom practice.⁵

⁵ Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P.. (2007). What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational Research Journal*, 44(4), 921–958.

Guidance for Coach Selection

What kinds of traits and experiences are important for this role?

The department encourages district leaders to thoughtfully select district Read to be Ready coaches who will represent their districts in this coaching network. The department has created a suite of resources to help with selection of district Read to be Ready coaches. Districts may use these resources to select new district-funded reading coach positions or to select from existing reading coaches for participation in the coaching network. Each participating district will be eligible to have **one to five coaches** fully participate in the network, which will include reimbursement for all travel costs for training and a stipend for work beyond their general role. Additional coaches may be able to participate depending on availability and funding. If you have existing reading coaches within your district, all or a subset of them are eligible to participate based on district size as outlined in the table below.

District Size	District Read to be Ready Coach Participants
< 2,999 students	1 coach
3,000-4,449 students	2 coaches
4,500-5,999 students	3 coaches
6,000> students	5 coaches

Selection resources include: a sample email to send to teachers or existing instructional coaches that explains the opportunity and invites them to apply; sample application questions; and a sample evaluation rubric. District leaders should feel free to use all or none of these materials and to tailor them in any way.

Any questions about reading coach selection or participation in this network can be directed to Nicole.Roberts@tn.gov.

Suggested Qualifications:

The ideal candidate is a self-motivated relationship builder with deep knowledge and experience in early reading instruction and some experience in instructional coaching. We suggest that candidates meet the following qualifications:

Masters degree in relevant field or Reading Specialist certificate (preferred)
Deep knowledge of literacy development and instruction
Deep understanding of the Tennessee Academic Standards and the instructional shifts for English language arts
Experience as a reading coach or reading teacher, with a record of student achievement
Experience working with adults and an understanding of how adults learn
Ability to work collaboratively with various stakeholders, including school and district leaders
Strategic thinker who uses evidence to make decisions
Strong planning and organizational skills
Strong oral and written communication skills; active listener
Enthusiastic about giving and receiving feedback and helping others to learn and grow



Sample Email

Apply to Participate in Read to be Ready Coaching Network

Dear Teachers and Coaches,

I'm pleased to share an exciting professional development opportunity with you. Beginning in the 2016-17 school year, the Tennessee Department of Education is launching the statewide Read to be Ready Coaching Network that will provide intensive support and professional learning opportunities for instructional coaches focused on early grades reading. Our district is participating and will send representatives to training. These district reading coaches will experience the content first-hand and then bring the information and materials back to share with the teachers with whom they work through both group coaching experiences, like PLCs and grade level team meetings, and one-on-one coaching. We're looking for candidates with: a desire to be a leader and model within our district, a deep knowledge of early reading development, and an eagerness to learn and grow professionally.

If you're interested in representing our district as a literacy coach in this network, please complete the following application by **X DATE**. Both current teachers and coaches are eligible to apply; previous coaching experience preferred but not required.

Sincerely,

YOUR NAME

Sample Application or Interview Questions

What to Ask Applicants

- 1) Why do you want to represent our district in the Read to be Ready Coaching Network?
- 2) Describe an effective reading lesson. What is the teacher doing? What are students doing? What kind of literacy learning is taking place, and how do you know?
- 3) Describe a time when you had to lead a group of teachers in a learning session. How did you go about planning what you would present/share? How did the presentation go? How do you know if the presentation was successful?
- 4) Describe a time when you made a change in your classroom or coaching practice. What change did you make and why? What were the results and how did it impact student learning?
- 5) How have you coached others in the past? What are the qualities of effective coaches? How do you like to be coached?

Read to be Ready Coach Selection Rubric

Indicator	3	2	1	Notes
Classroom Effectiveness	Individual TVAAS Level 5 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of dramatic student growth (2+ grade levels of gains)	Individual TVAAS Level 3 or 4 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of strong student growth (1-2 grade levels of gains)	Individual TVAAS Level 1 or 2 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of less than expected student growth (less than 1 grade level of gains)	
Experience in Early Reading Instruction	Experience and record of success in early elementary reading instruction; Deep and thorough understanding of how children learn to read	Experience and record of success in early elementary reading instruction; Understanding of how children learn to read	Limited or no experience or success early elementary reading instruction; Limited understanding of how students learn to read	
Experience as a Facilitator and/or Coach	Significant prior experience leading teachers or other adult learners; Excellent presenter and very clear communicator; forms strong connection with audience; Effectively and thoughtfully responds to challenging situations and questions	Some prior experience leading teachers or other adult learners; Solid presenter and clear communicator; connects with audience; Comfortably responds to challenging situations and questions	No prior experience leading teachers or other adult learners; Difficult to communicate with in person, or difficult to understand; Has difficulty responding to challenging questions	
Fit for the Role	Passionate about the role; very clearly expresses interest in being a leader and model within the school/district; <i>focused on student learning; expresses belief that all students can be successful</i>	Understands the role; clearly expresses interest in being a leader or model within the school/district; <i>focused on student learning</i>	Interest in the role is implied; may be unclear about what the role entails or may express discomfort about being a leader or model within the school/district; <i>interest in position may be driven by motivations other than student learning</i>	
Enthusiasm for Learning and Continuous Improvement	Eager to learn and continuously improve; Receives feedback in a positive and professional manner; Strong evidence that candidate continuously and independently reflects on students' academic achievement Changes in his or her instruction drastically and positively impact student academic achievement	Open to learning and interested in continuously improving; Receives feedback in a positive and professional manner; Evidence that this candidate makes changes in their instruction that directly impact student academic achievement	Lacks interest in learning and somewhat resistant to growth; Receives feedback in a reluctant, negative, or unprofessional manner; Reflection is limited and/or unrelated to changes in student academic achievement	

Monitoring and Evaluation

What information will we collect and how will we measure our progress?

We will track progress toward each step of our theory of action using the measures listed below:

- Coach and teacher content knowledge survey
- Coach training satisfaction surveys
- Teacher satisfaction surveys of coach support
- Classroom observations
- Assessments of student achievement and learning, including de-identified student work

The department will use this information to monitor the statewide coaching network and make ongoing improvements, not to evaluate particular coaches, teachers, or districts. We will use the collected data to ensure that the Read to be Ready Coaching Network is on track to increase student learning and literacy achievement across the state.



Commitments and Roles

How will the department and LEAs work together to ensure the efficacy of this program?

As districts consider their participation in the Read to be Ready Coaching Network, they can expect to receive support from the department, and should also be prepared to make commitments on their end.

The department will...

- Provide training and materials for participating district Read to be Ready coaches, including a stipend and reimbursement for travel costs.
- Provide role-specific training related to supporting Read to be Ready coaches for supervisors of instruction and principals. Training and materials will be provided free of cost and travel expenses will be reimbursed.
- Provide additional funding to participating districts to purchase materials to support the network.

In return, districts are asked to...

- Be committed to coaching to support teachers.
- Agree that participating instructional coaches will:
 - commit at least 60 percent of total time to coaching; and
 - work with at least 15 teachers in a group setting each year, ideally with the same cohort for the three years of the project.
- Provide scheduled time for coaches to work with groups of grades K-3 reading teachers. This time can be in pre-existing structures (e.g. PLCs or grade level planning meetings).
- Partner with the department in monitoring, reflecting, and continuously improving the coaching model and support.
- Provide participating district literacy coaches, principals, and supervisors of instruction release time to attend trainings and meetings related to the project.

Read to be Ready Coach Role

- Attend regional kickoff institute of up to five days in August.
- Participate in monthly in-person or virtual regional trainings.
- Identify at least 15 grades K-3 teachers to work with in small group and one-on-one coaching sessions.
- Collect and analyze samples of lesson plans and artifacts of teacher planning and instruction and student work.
- Spend a minimum of 60 percent of their time on coaching activities as related to the Read to be Ready coaching network.
- Develop positive relationships with a focus on improving teacher practice, not conducting observations for formal evaluation purposes.

Funding

How can districts allocate existing funds to ensure they're able to participate in Year 1?

The use of federal grant funds for the Read to be Ready Coaching Network is currently *allowable* under several grant programs, including: Title I, Part A (Title I schools); Title II, Part A (Title and Non-Title schools); and Title VI, Rural and Low Income schools.

Braiding funds is also a way for LEAs to use multiple federal grants to support various parts of an initiative. Activities are allowable under each applicable grant; grants continue to maintain their identity; and expenditures for each are maintained by the LEA. Funds must maintain their original award-specific identity.

The Coordinated Spending Guide is a helpful tool for determining funding sources. Districts can access the Coordinated Spending Guide in ePlan under "TDOE Resources." *Once ESSA regulations and non-regulatory guidance is issued, the Coordinated Spending Guide will be updated.*

How can the Every Student Succeeds Act provide additional funding support for Year 2 and Year 3?

Changes in the Every Student Succeeds Act (ESSA) could further support districts in this network in 2017-18. ESSA includes a new block grant, Title IV - Student Support and Academic Achievement Grant. This new formula grant will be awarded to LEAs based on Title I formula, with priority given to schools with greatest need and highest poverty levels. This grant is intended to support a number of allowable activities including literacy coaches.

ESSA also includes a change in the "supplement not supplant" provision. The supplanting provision remains; however, satisfying the requirements of the provision is easier for districts. To comply, a district must annually document the methodology it uses to allocate state and local funds to its schools to ensure that each Title I school receives all of the state and local funds it would otherwise receive if not a Title I school. Once this is demonstrated, the supplement not supplant provision is satisfied, and individual expenditures are not required to be examined. Additional guidance is expected from the U.S. Department of Education in summer 2016. Districts should contact CPM regional consultants with questions.

Timeline for Department and District Action

Month	Department Action	District Action
April	<ul style="list-style-type: none"> • Host Read to be Ready Rollout meetings • Support districts in making decisions about participation • Provide technical assistance in identifying federal funding sources for creating or maintaining literacy coaching positions (as requested) • Determine if funds are approved by the legislature 	<ul style="list-style-type: none"> • Learn about the Ready to be Ready Coaching Network
May	<ul style="list-style-type: none"> • Release district initial interest survey • Recruit and hire the executive director of the office of reading, the director of coaching, and reading coach consultants 	<ul style="list-style-type: none"> • Complete a survey indicating their initial interest in program participation • Organize or amend their budgets to ensure Read to be Ready coaches are staffed and available to participate in the program • Begin selection of district Read to be Ready coaches to participate in the program
June	<ul style="list-style-type: none"> • Release ePlan mini-grant applications • Finalize logistics for kickoff institute 	<ul style="list-style-type: none"> • Districts participating in the Read to be Ready Coaching Network formally commit to participation and sign a Statement of Assurances • Complete mini-grant applications to receive additional resources or funding that support participation in the Read to be Ready Coaching Network
July	<ul style="list-style-type: none"> • Onboard and train reading coach consultants 	
Aug.	<ul style="list-style-type: none"> • Host kickoff institute • Provide ongoing support to district Read to be Ready coaches as they prepare to lead their first coaching cycle 	<ul style="list-style-type: none"> • District Read to be Ready coaches participate in the kickoff institute • Instructional supervisors and principals participate in leadership training
Sept.	<ul style="list-style-type: none"> • Provide ongoing support to district Read to be Ready coaches as they lead their first coaching cycle 	<ul style="list-style-type: none"> • Participate in first coaching cycle with teachers in schools • Receive and dispense mini-grant resources and funding