



Read to be Ready Coaching Network

To access the Read to be Ready Coaching Network guide:

- 1. Go to www.tn.gov/education/topic/read-to-be-ready-coaching-network*
- 2. Click on "Read more about our plan to improve reading instruction"*

Breakdown of Read to be Ready Coaching Network

- Program overview—both content and structure
- Supports available
- Experience for coaches and teachers
- Commitments of the department
- Role for districts
- How to leverage federal funding

Overview

- Statewide network of reading coaches to support elementary reading teachers and improve reading results for students
 - Three-year program with \$5 million for training in year one to support up to 400 Read to be Ready Coaches statewide
- Participating districts will employ reading coaches, who will receive training, resources, and a stipend from the department
- The coaching model focuses on a set of instructional outcomes that are aligned to our state's academic standards and is based on collaborative coaching practices.

Why focus on K-3 Reading?

- Over the past several years, **English language arts** performance in grades 3–5 has remained **stagnant or declined**.
- Historically underserved subgroups are struggling even more; less than **one quarter** of ***English language learners*** and ***students with disabilities*** are proficient or above in reading on the third grade TCAP assessment.

Why focus on K-3 Reading?

- With high expectations and effective instruction, young learners can become skillful readers and meet important proficiency benchmarks early.

Why Coaching?

- Districts need a high-impact, sustainable, and proven-to-work strategy for improving reading instruction
 - Reading coaches are experienced and knowledgeable reading teachers who work to improve school literacy programs
 - The work of reading coaches leads to increased student learning
 - Reading coaches provide ongoing, differentiated, and job-embedded professional learning for teachers
- We have seen evidence of the impact of coaching in Tennessee in math

Our Theory of Action

Build literacy coaches' content knowledge in early literacy and develop their coaching skills



Build classroom teachers' content knowledge in early literacy and provide them with strong models of effective instructional practice



Support teachers in sustained implementation of research-based, high-impact instructional strategies through ongoing study and coaching support



Increase student learning and literacy achievement



Instructional Outcomes

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Alouds
	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

- Aligned to standards and anchored by the instructional shifts for English language arts
- Highlight the importance of knowledge-based literacy competencies and skill-based competencies
- Focus on Tier I instruction, with guidance on how to translate strategies to Tier II and Tier III settings

How will we support this network?

Department reading coach consultants

will be based in every regional CORE office and will work with participating districts. They will provide training and support to Read to be Ready coaches in each district.



District Read to be Ready coaches

will meet in cohort groups to receive training and support from the department reading coach consultant. In turn, these district coaches will work directly with teachers in their school or district.



Teachers

will meet with their district Read to be Ready coaches regularly, either through collaborative learning or one-on-one as necessary.



Read to be Ready Coach Participation

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

Suggested Qualifications

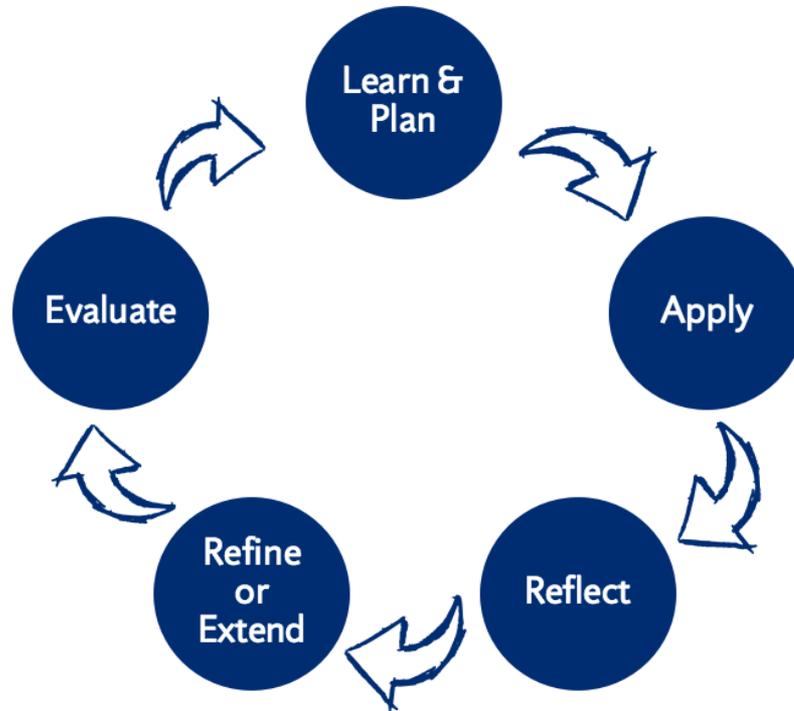
- Masters degree in relevant field or Reading Specialist certificate (preferred)
- Experience as a coach, content-area teacher, or reading teacher, with a record of success achieving clearly-defined outcomes
- Ability to work collaboratively with various stakeholders, including school and district leaders
- Strategic thinker who uses evidence to make decisions
- Strong planning and organizational skill
- Strong oral and written communication skills; active listener
- Enthusiastic about giving and receiving feedback and helping others to learn and grow

Training and Development

- August Kickoff Institute
 - Intensive week-long training to introduce the instructional outcomes and coaching principles and practices
- Monthly cohort meetings
 - Regional cohort meetings that prepare coaches to engage in the coaching cycle
- Differentiated support
 - Opportunities for extended study, practice, and problem solving with the reading coach consultant

The Coaching Cycle

- Collaborative learning settings with opportunities for flexible differentiation and one-on-one coaching



Principles and Practices of Coaching

- Coaches will receive deep training in the instructional outcomes, as well as training in effective coaching principles and practice
 - Coaching **principles**—critical mindsets
 - Coaching **practices**—language, tools, and actions

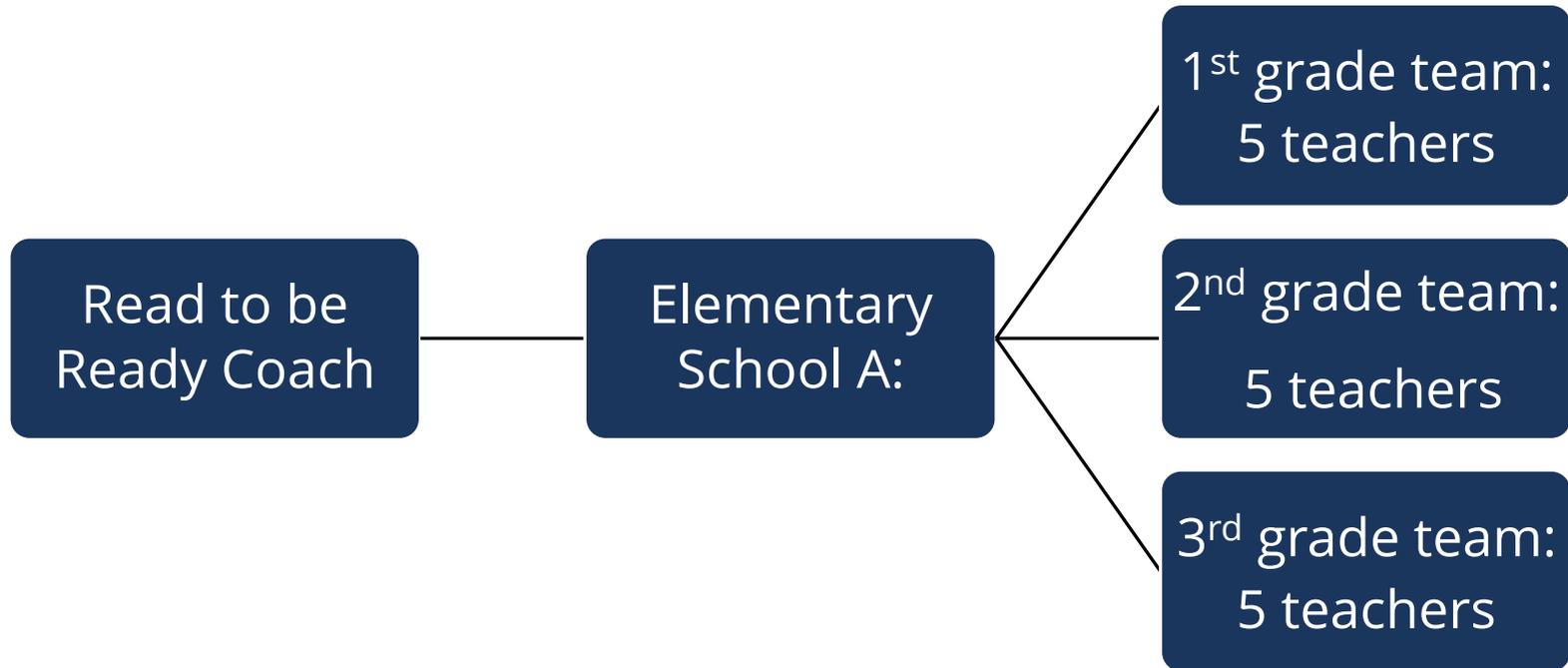
Coach and Teacher Experience

- District Read to be Ready Coaches
 - Attend full-day meetings **once a month** and additional one-on-one or small group learning experiences as needed
 - District coaches will spend **at least 60 percent** of their time coaching
 - Coaches' work centers around the instructional outcomes and aligns to the steps of the coaching cycle
 - Coaches will receive **tools** and **resources** to support their work

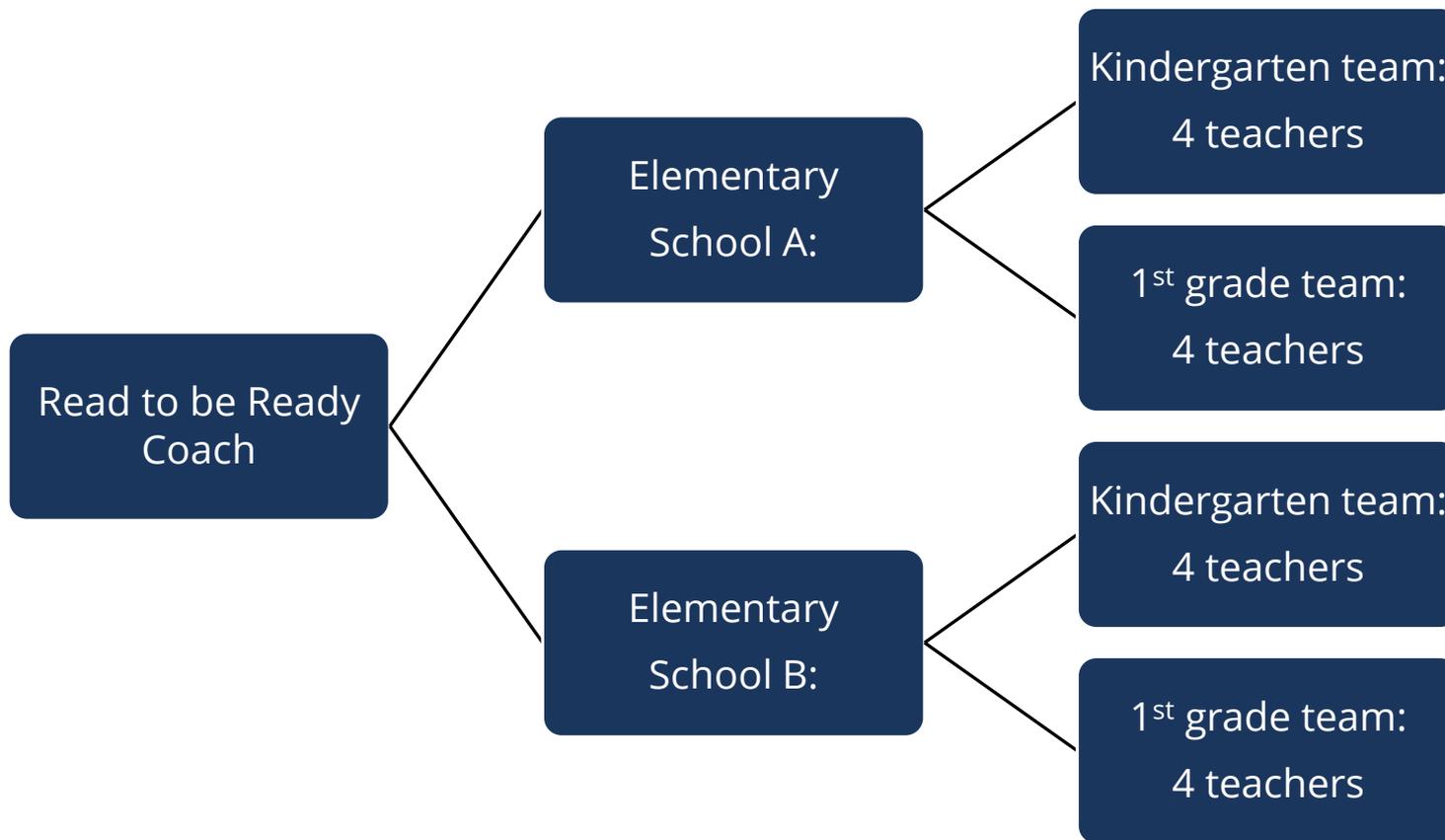
Coach and Teacher Experience

- District Read to be Ready Coaches
 - Certain components of the coaching cycle are required, but the model is **designed to be flexible**
 - Coaches should utilize professional learning structures already in place at their schools
 - Districts and schools should work closely with their district coaches to determine the best ways for them to spend the remaining 40 percent of their time

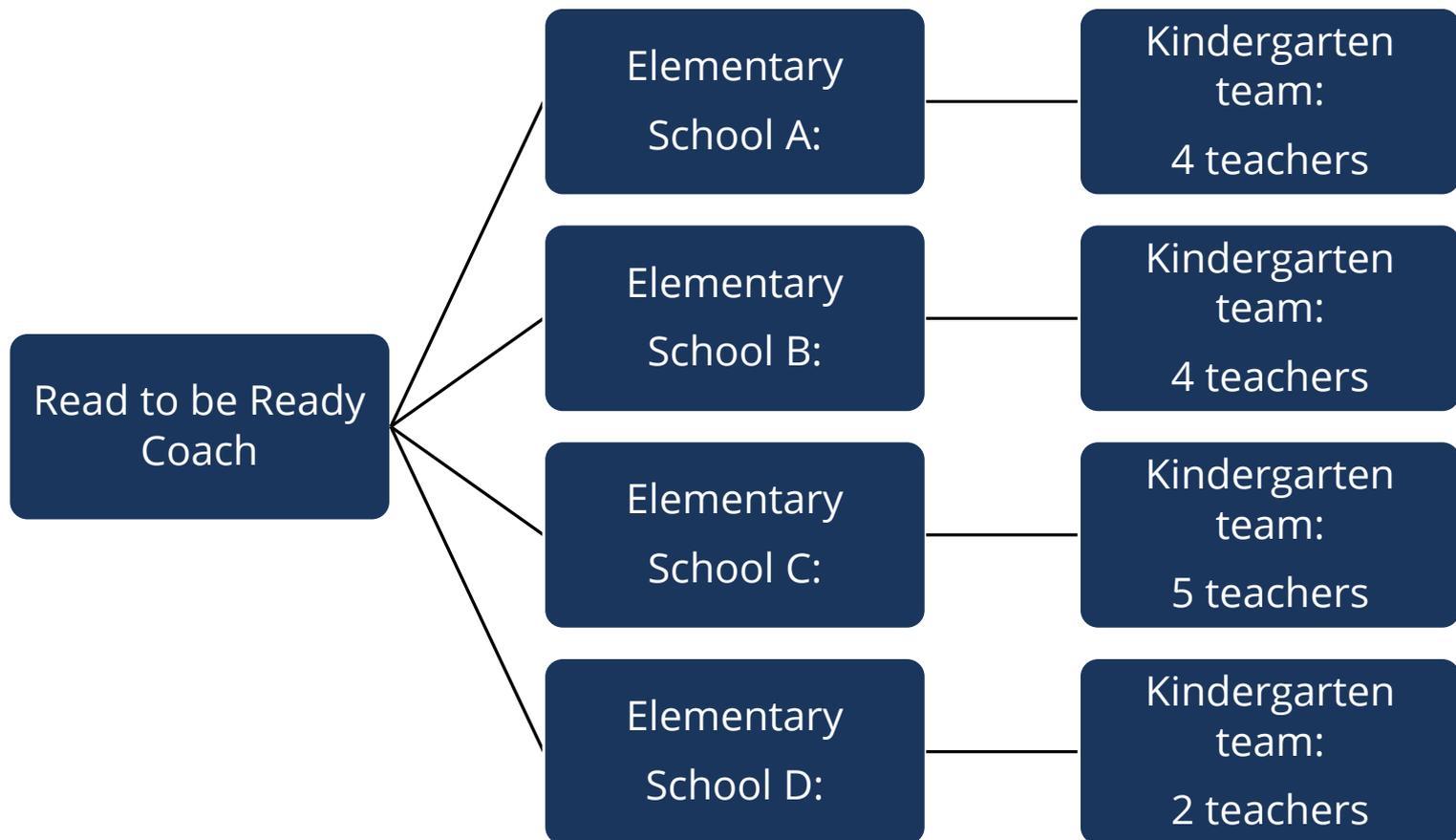
How might a Read to be Ready Coach work with teachers?



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Coach and Teacher Experience

- Teachers

- Teachers should continue to teach a comprehensive literacy block aligned to academic standards
- The instructional outcomes model allows teachers to focus their reflection and growth on specific high-impact literacy routines

Monitoring and Evaluation

- The department will track progress using these measures:
 - 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
- This information will be used to monitor the statewide coaching initiative and make ongoing improvements, not to evaluate particular coaches, teachers, or districts.



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**Tennessee's
Commitment**

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The department will...

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

We ask that districts....

- Be committed to coaching to support teachers.
- Agree that participating instructional coaches will:
 - Commit at least **60 percent** of total time to coaching.
 - Work with at least **15 teachers** in a group setting.
 - Provide **scheduled time** for Read to be Ready coaches to work with groups of grades K–3 reading teachers.
- Partner with the department in monitoring, reflecting, and continuously improving the coaching model and support.
- Provide release time to attend trainings and meetings related to the project.



**Using Federal Funds
to Support
Read to be Ready Coaches**

Available Federal Funding – FY2017

- The use of federal grant funds for funding reading coaches is currently allowable under several grant programs:
 - Title I, Part A (Title I schools)
 - district set aside
 - Title II, Part A (Title and Non-Title schools)
 - Title VI: Rural and Low Income Schools

Braiding Funds: District-level Flexibility

- Braiding funds is a way for districts and schools to use multiple federal grants to support various parts of an initiative.
- Activities are allowable under each applicable grant and the grants continue to maintain their identity and expenditures for each are maintained by the district or school.
- **Funds maintain their original award-specific identity.**

Coordinated Spending Guide

COORDINATED SPENDING GUIDE BRAIDING AND BLENDING FUNDS

COMPREHENSIVE STRATEGIES TO SUPPORT ACTIVITIES THAT
DRIVE PERFORMANCE AND IMPROVE OUTCOMES FOR TENNESSEE STUDENTS

OFFICE OF CONSOLIDATED PLANNING & MONITORING



Every Student Succeeds Act

- Changes in the Every Student Succeeds Act could further support districts in this initiative in 2017-18
 - Change in Title I supplement not supplant provision
 - **NEW:** Title IV–Student Support and Academic Achievement Grant
- Orderly Transition Provision: **non-competitive state formula grant programs take effect 2017-18.**

ESSA: Supplement not Supplant – Title I

- General language of § 1120a remains; however, the test for supplanting in Title I is different.
- No longer an expenditure-level test
- To comply a district must annually demonstrate, that the methodology it uses to allocate state and local funds to each Title I school ensures that the school receives all of the state and local funds it would otherwise receive if not a Title I school
- Additional guidance expected summer 2016

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Scenarios

What if...

- So, if I want to use a combination of Title I and Title II funds for a literacy coach for the next school year, is that allowable?
 - YES. It is allowable to braid these federal funds to support a literacy coach. If you are funding literacy coaches in your non-Title I schools with state and local dollars, there may be an issue, however.

What if...

- So, if I can come up with enough state and local dollars this year to fund a literacy coach, can I use the new Title IV Student Support and Academic Enrichment Grant next year without getting into supplanting trouble?
 - YES. You could use state/local this year and then move the position to the new Title IV grant next year without violating the supplanting provision. It is a new grant, and you will be able to fund a variety of allowable initiatives, including a literacy coach.

What if...

- So, in my district I have Title and non-Title I schools. Is there a way for my district to chip in some “additional” state and local money for coaches in my non-Title schools and use Title I funds in my Title schools?
 - YES, but give me a call first to ensure you will not violate the supplement not supplant provision. There is federal guidance which allows “supplemental” state and local dollars (above and beyond the district’s funding formula) to be used in non-Title I schools for “Title I – like” services. This is another option for districts with Title and non-Title schools but please seek guidance if considering.

What if...

- So, what if I go back to my district and decide we want to participate and use my federal dollars to support a literacy coach only to find out that our Federal Programs Director has already submitted our Consolidated Funding Application. Am I too late?
 - NO. Even if your Federal Programs Director has already submitted your district's application, it is not too late. You can either:
 - 1.) adjust current application (if not already approved) or
 - 2.) address this position in Revision One of your district's application.

Next Steps

- **After today's session** – The department will contact you via email with relevant information, including a link to an interest survey. It is important that we gauge district interest so we can appropriately allocate resources statewide.
- **May/June** – The department will communicate further information with interested districts.
- **Mid-June** – Interested districts will finalize a commitment to be a partner in the coaching network.
- **August** – Training will begin as described in the timeline in your planning guide.

Questions



Further questions?
Contact Nicole Roberts Pratt at Nicole.Roberts@tn.gov.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork