Read to be Ready
Update for the
State Board of Education

Dr. Vicki Kirk, Chief Academic Officer, January 25, 2018
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.
Our Big Goals

1. Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.

2. 75 percent of Tennessee third graders will be proficient in reading by 2025.

3. The average ACT composite score in Tennessee will be a 21 by 2020.

4. The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.
Our Goal

READ to be READY

75 percent of Tennessee students reading on grade level by 2025
Second and Third Grade Reading Proficiency New Baseline Set in 2016-17

Percent On Track/Mastered

- All Students
  - Grade 2: 30%
  - Grade 3: 34%
- BHN
  - Grade 2: 18%
  - Grade 3: 21%
- ED
  - Grade 2: 19%
  - Grade 3: 19%
- EL
  - Grade 2: 7%
  - Grade 3: 13%
- SWD
  - Grade 2: 14%
  - Grade 3: 13%
Early Learning Principles

Set a **high bar of excellence** for teaching and learning

Develop capacity and expertise in educators

75% of third grade students will be proficient in reading by 2025.

Provide resources and learning opportunities for teachers and leaders

Support districts, schools, and educators to **drive continuous improvement**
Connecting the Dots

Birth to Age 3
- Early Literacy Matters
- TN Early Learning Development Standards
- Competitive VPK Application
- VPK Tiered Systems of Supports
- Quality Improvement Project

Pre-K
- Read to be Ready Coaching Network
- Literacy Learning Walks
- Tennessee Early Literacy Network (TELN)
- Teaching Literacy in Tennessee suite of resources and webinars
- Unit Starters (coming soon)
- Professional Learning Packages (coming soon)
- Early Learning Model (ELM) Trainings

K
- Response to Instruction and Intervention (RTI^2)
- ACCESS (coming soon)
- Tennessee Academic Standards

1
- Summer Standards Training

2
- Tennessee Education Acceleration Model (TEAM)

3
- Formative Assessment (district chosen)
- TNReady
A Multifaceted Statewide Campaign

Teacher knowledge and practice are critical

Early Literacy Matters Pilot

Teaching Literacy in Tennessee Resources

Coaching Network

Tennessee Early Learning Network (TELN)

Educator Preparation Alignment

Summer Reading Camps/Grant Program

It's never too late

Early Literacy Matters

It takes a community

Reading is more that just “sounding out” words
Overview of Resources

What is reading proficiency?
Read to be Ready: A vision for third grade reading proficiency

What is our current status?
Setting the Foundation

How do we help our range of learners become proficient?
Teaching Literacy in Tennessee: K-3

How do we best support certain student groups?
Dyslexia Resource Guide
Teaching Literacy in Tennessee: EL Companion
## Vision of Proficient Reading

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
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<tbody>
<tr>
<td>📚</td>
<td>Accurately, fluently, and independently read a wide range of complex texts</td>
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<tr>
<td>💡</td>
<td>Strategically employ comprehension strategies to analyze key ideas and information</td>
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<tr>
<td>💬</td>
<td>Construct interpretations and arguments through speaking and writing</td>
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<tr>
<td>🧬</td>
<td>Develop vocabulary</td>
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<tr>
<td>🌍</td>
<td>Build knowledge about the world</td>
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</table>
If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.
Read to be Ready Coaching Model

A Network of Collaborative Support

Literacy Instructional Outcomes

Instructional Coaching
<table>
<thead>
<tr>
<th>Literacy Coaches</th>
<th>Classroom Teachers</th>
<th>Instructional Strategies</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build content knowledge in early literacy</td>
<td>• Build content knowledge in early literacy</td>
<td>• Sustained implementation of research-based, high impact instructional strategies</td>
<td>• Increase student learning and literacy achievement</td>
</tr>
<tr>
<td>• Develop coaching skills</td>
<td>• Provide sound models of effective instructional practices</td>
<td>• On-going study and coaching support</td>
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</table>

**Our Theory of Action**
A Network of Support

Department Leadership Team

Department Reading Coach Consultants

District Read to be Ready Coaches

District Teachers
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Accessing Complex Texts through Interactive</td>
<td>Accessing On-grade Level Texts through Shared</td>
</tr>
<tr>
<td></td>
<td>Read Aloud</td>
<td>Reading</td>
</tr>
<tr>
<td>Year 2</td>
<td>Teaching Foundational Skills through Reading</td>
<td>Responding to Texts through Interactive</td>
</tr>
<tr>
<td></td>
<td>and Writing</td>
<td>Speaking and Writing Activities</td>
</tr>
<tr>
<td>Year 3</td>
<td>Small Group Reading with Appropriately Complex</td>
<td>Independent Reading and Reading Conferences</td>
</tr>
<tr>
<td></td>
<td>Text</td>
<td></td>
</tr>
</tbody>
</table>
The Coaching Cycle

1. Learn and Plan
2. Apply
3. Reflect
4. Refine and Extend
5. Evaluate

The cycle continues in a loop, moving from Learn and Plan to Apply, then to Reflect, Refine and Extend, and finally back to Evaluate.
## R2BR Coaches are Engaging Teachers

Please indicate the frequency with which you engage in each of the following activities with a reading coach.

<table>
<thead>
<tr>
<th>Activity</th>
<th>R2BR Teachers</th>
<th>Non-R2BR Teachers</th>
<th>R2BR Teachers</th>
<th>Non-R2BR Teachers</th>
<th>R2BR Teachers</th>
<th>Non-R2BR Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a reading coach observe my reading block</td>
<td>28%</td>
<td>12%</td>
<td>30%</td>
<td>13%</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>Co-plan a lesson with a reading coach</td>
<td>47%</td>
<td>60%</td>
<td>34%</td>
<td>70%</td>
<td>69%</td>
<td>42%</td>
</tr>
<tr>
<td>Have a conversation about instructional practices</td>
<td>25%</td>
<td>60%</td>
<td>36%</td>
<td>17%</td>
<td>22%</td>
<td>36%</td>
</tr>
</tbody>
</table>

- **Never**
- **Once a semester**
- **At least monthly**
Instructional Materials, Resources & Curriculum
Observed Interactive Read Aloud (IRA) Texts

**OBSERVED GRADE K IRA TEXT**

- *I'm Like You, You're Like Me*
  - By Cindy Renee
  - Illustrated by Will Ricks
  - Quantitatively complex (440L)

**OBSERVED GRADE 1 IRA TEXT**

- *Giraffes Can't Dance*
  - By Giles Andreae
  - Quantitatively complex (570L)

**OBSERVED GRADE 2 IRA TEXT**

- *Chester's Way*
  - By Kevin Henkes
  - Quantitatively complex (570L)
Text Sets

Text sets include opportunities for students to access at- and above-grade level expectations, as well as texts for small group and independent reading.
Priority #1: Higher Quality Texts

The text(s) are worthy of student time and attention.

- 100%: Purchased materials that meet expectations
- 40%: Other purchased materials
- 46%: Teacher created materials

The text(s) are at or above the complexity level expected for the grade and time in the school year.

- 100%: Purchased materials that meet expectations
- 50%: Other purchased materials
- 46%: Teacher created materials
Observed Task

- Sylvester and the Magic Pebble by William Steig

- Point of View activity:
  1. Discuss one character's point of view:
     - Sylvester felt unhappy because he turned into a rock.
  2. Discuss another character's point of view:
     - Mrs. Dunken felt sad when Sylvester turned into a rock. Oh how I wish Sylvester can be with us, she said.
  3. How are these points of view different?
     - Mr. Dunken felt the same thing as Mrs. Dunken, let's cheer up, he said.
While students are successfully completing classroom tasks, the tasks rarely reflect the true demands of the standards.
In your journal, write a paragraph explaining one incorrect idea people had about our solar system.

Include specific evidence that led people to change their minds. Explain what new understanding people had.

In your paragraph, be sure to introduce the topic, include facts, definitions and details, provide a conclusion, and use linking words and phrases to connect ideas.
Priority #2: Questions and Tasks

The text(s) are at or above the complexity level expected for the grade and time in the school year.

The text(s) are worthy of student time and attention.

Questions and tasks reflect the depth of textual analysis required by grade-level standards.

Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events, and/or details.

Pre-implementation

During implementation
Students are meeting the challenge of higher expectations.

Grade 1

What causes day and night?

I know what causes day and night. The earth rotates a round the part that has the sun is day the part that doesn’t have sun is night. I just told you what causes day and night.

Grade 2

Writing Task: Write to explain what is erosion?

Erosion is the way in which water, ice, wind, and sun wear away at Earth’s surface and change the shape of the land. One example is plant roots push their way into cracks in the rock. Hot day and cold nights bake and shatter desert cliffs. Rivers cut deep valleys into the land. In conclusion, erosion is a slow change on earth.
Challenging Expectations

“I’ve learned a lot – we don’t realize what they can remember; we don’t give them enough credit. They can tell you the phases of the moon – it’s unreal.”

“I had some doubts, but it’s amazing what they soak in.”

“I’ve been teaching third grade a long time. This is the first year my kids will walk away with a clear understanding of the solar system.”
Time Spent Sourcing Materials

- The average K-3 reading teachers spends **4.5 hours per week** creating or sourcing materials for daily reading blocks.
- Instructional coaches report helping teachers obtain resources and materials on a daily basis, although **few say this is an effective use of their time**.
- Teachers place the **highest value** on professional learning activities that provide materials and plans for upcoming lessons.
What do teachers say?

“I am over-the-moon in love with our Read to be Ready initiative and the way that it has transformed my teaching. . . . Students must LOVE reading and be exposed to quality, complex informational and fictional texts in order to expand their content knowledge.”

“I love that the Read to be Ready initiative focuses on quality instruction which will lead to improved performance in school and on standardized testing. My main concern is still the amount of time it takes to do this job well. I’m still working 60+ hours each week.”

“It would be much more beneficial for me as a teacher to be able to use expertly created materials and focus my time on my delivery of that information.”

“My job is to teach them. My job is not developing a curriculum.”
Students whose teachers used quality textbooks gained as much as **8 months of learning** compared to their peers.

The effect size of better instructional materials is **larger than the effect of having a teacher rated at the 75th percentile** compared to an average teacher.

Student learning increases **the longer they have access** to quality materials.

Quality instructional materials across ALL districts in Tennessee will . . .

- Build teachers’ and students’ content knowledge
- Support teachers’ planning time
- Engage and excite students around interesting concepts
- Benefit our mobile students
- Lead to big gains for students
### Timeline for New Adoption

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Fall 2018 – Spring 2019</th>
<th>Fall 2019 – Spring 2020</th>
<th>Fall 2020</th>
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<tbody>
<tr>
<td>- Begin communication about curricular expectations to publishers</td>
<td>- New ELA adoption cycle begins</td>
<td>- Selected materials go to State Board for approval (Oct.)</td>
<td>- New curricular materials are implemented in classroom</td>
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<td>- Publishers begin designing new curricular resources to meet Tennessee</td>
<td>- Reviewers selected and trained</td>
<td>- District selection process</td>
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<tr>
<td>expectations</td>
<td>- Publishers submit materials for review</td>
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<td></td>
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<tr>
<td></td>
<td>- Final list of approved materials prepared</td>
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<tr>
<td></td>
<td>Early, Elementary, Special Education Programs</td>
<td>Middle, Secondary, Instructional Leader Programs</td>
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<tr>
<td>Jan 2017</td>
<td>Standards approved by SBE</td>
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<tr>
<td>April 2017</td>
<td>Standards approved by SBE</td>
<td>Standards approved by SBE</td>
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<tr>
<td>Aug 2017</td>
<td>Director of Literacy for Educator Preparation and Induction hired</td>
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<td>Nov 2017</td>
<td>EPP literacy convenings</td>
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<tr>
<td>Jan 2018</td>
<td>Launch of EPP Literacy Network</td>
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<tr>
<td>Spring 2018</td>
<td>Proposals for early, elementary, and special education programs due</td>
<td>Ongoing technical support for programs (webinars, resource distribution, etc.)</td>
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<tr>
<td>Fall 2018</td>
<td>EPP implementation of standards</td>
<td>Proposals for middle, secondary, and instructional leader programs due</td>
<td></td>
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<tr>
<td>Spring 2019</td>
<td></td>
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A Coherent Approach to Teaching Literacy in Tennessee

**Educator Preparation**
With alignment to the EPP literacy standards, educator preparation providers are designed to prepare educator candidates for teaching literacy to ALL students at ALL levels.

**New Educator At School**
New educators effectively implement high quality instructional practice to support students in meeting the Tennessee Academic standards.

**Develop Core Competencies**
- **Competency No. 1**: Observe, assess, and respond to student needs.
- **Competency No. 2**: Possess deep knowledge of literacy content and child development.
- **Competency No. 3**: Provide access during core instruction to all students using multiple sources of data and assessment.

**Literacy Initiatives**
- **Read To Be Ready**: Statewide, unified vision and work to support literacy instruction and improve results for all students.
- **Response To Instruction & Intervention (RTI)**: Framework for high-quality differentiated instruction that emphasizes early intervention for struggling students.
- **Early Learning Model (ELM)**: Comprehensive plan to improve teaching and learning in pre-K and kindergarten.

**at least 75%**
of third graders will be reading proficiently by 2025
EPP Literacy Convening Objectives

- Develop a better understanding of state initiatives, including a deep understanding of *Teaching Literacy in Tennessee*, and how they are aligned;
- Begin to assess how well current programs address and respond to the new EPP literacy standards;
- Identify programmatic changes needed to fully implement the new literacy standards; and
- Understand the review process and begin developing program proposals for review.
33 of 36 EPPs invited attended
- EPPs were invited if they had early childhood, elementary, or special education programs

Networks
- Four meetings in 2018
- Literacy lead from each EPP that licenses teachers in early, elementary, and special education
- Effective literacy teacher preparation based on *Teaching Literacy in Tennessee*
Read to be Ready Summer Grants

- **What?** Literacy camps lasting a minimum of four weeks
- **Who?** Rising grade 1-3 students
- **When?** Summers of 2016, 2017, 2018, and 2019
- **Where?** 200+ sites across Tennessee
- **Why?** To help struggling students grow their reading and writing skills and to prevent summer slide
Read to be Ready Summer Grants

During Summer 2017

- 8,000+ students served
- 1,800+ educators trained
- On average, students received **22 books** to take home
- Statistically significant gains included:
  - Accuracy rate increased by 5%
  - Comprehension increased 4%
  - Reading motivation increased by 3%
Read to be Ready Summer Grants

For Summer 2018

- **Requests:**
  - 246 total applications submitted by 115 districts
  - Over $12 million requested (Almost doubled from 2017)

- **Awards:**
  - 203 applications funded (58 new applicants; 145 returning)
  - 115 districts received funding to serve 7,735 students
  - Programming will be provided at 261 locations across the state
  - Almost $8.9 million was awarded directly to districts
This experience has reminded me of what I already knew: kids’ improvement is directly correlated to the time they spend reading and writing, and that is directly linked to their excitement and motivation about reading."
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.