



**Read to be Ready**  
**Update for the**  
**State Board of Education**

Dr. Vicki Kirk, Chief Academic Officer, January 25, 2018

# Our Vision



*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**

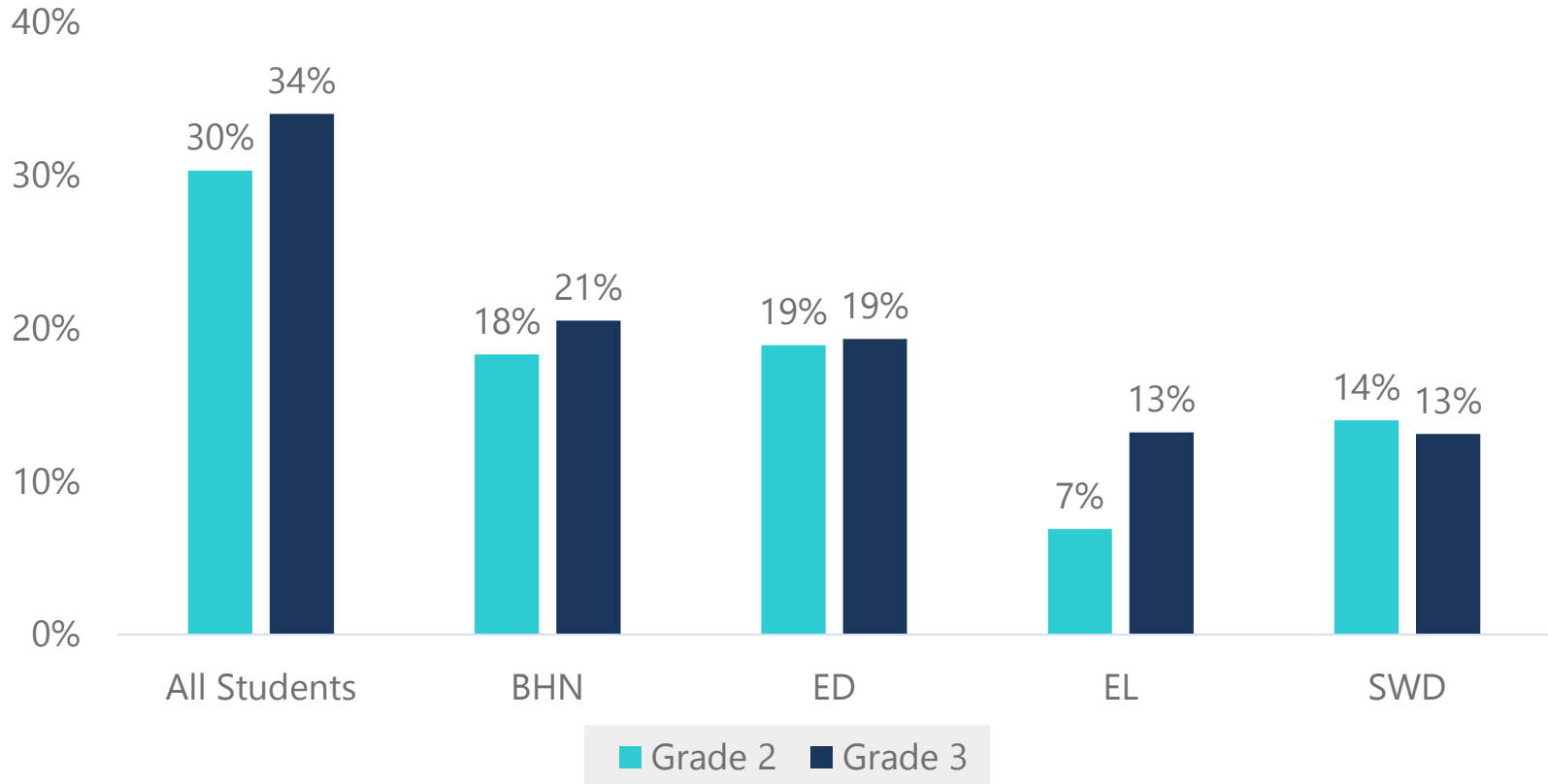


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**75 percent of Tennessee students  
reading on grade level by 2025**

# Second and Third Grade Reading Proficiency New Baseline Set in 2016-17

Percent On Track/Mastered



# Early Learning Principles

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

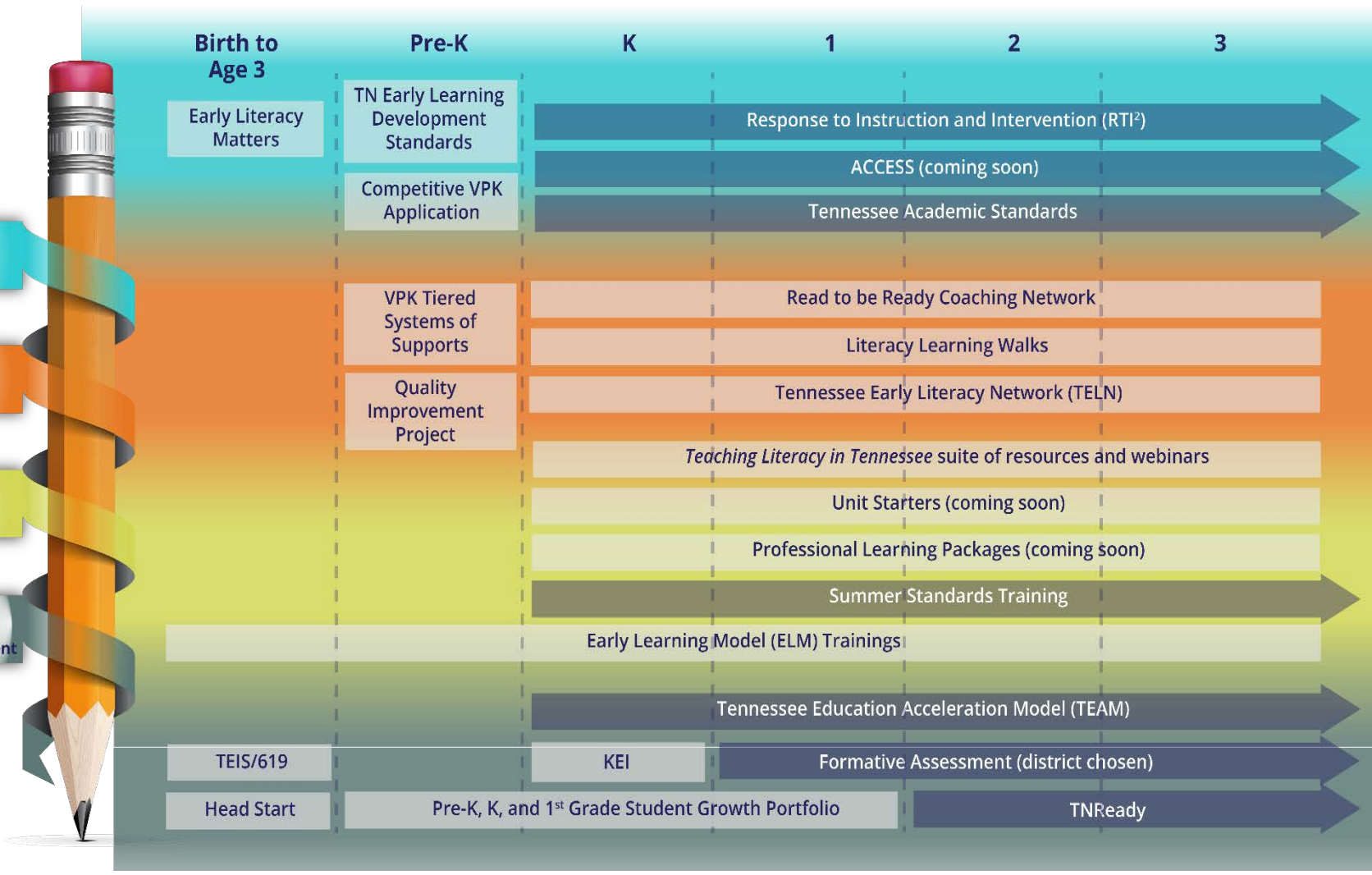
**Develop capacity and expertise** in educators

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



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

Develop **capacity and expertise** in educators

Provide **resources and learning opportunities** for teachers and leaders

Support districts, schools, and educators to **drive continuous improvement**

# A Multifaceted Statewide Campaign





# Overview of Resources

What is reading proficiency?

**Read to be Ready:  
A vision for third grade reading proficiency**



**Read to be Ready**  
A vision for third-grade reading proficiency in Tennessee  
Tennessee Department of Education | September 2014

What is our current status?

**Setting the  
Foundation**



**Building the  
Framework**



How do we help our range of learners become proficient?

**Teaching Literacy in Tennessee: K-3**



**RTI<sup>2</sup> Manual**

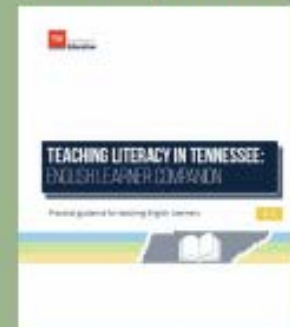


How do we best support certain student groups?

**Dyslexia Resource Guide**



**Teaching Literacy in Tennessee:  
EL Companion**



# Vision of Proficient Reading



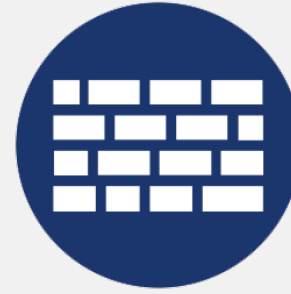
**Accurately, fluently, and independently read a wide range of complex texts**



**Strategically employ comprehension strategies to analyze key ideas and information**



**Construct interpretations and arguments through speaking and writing**

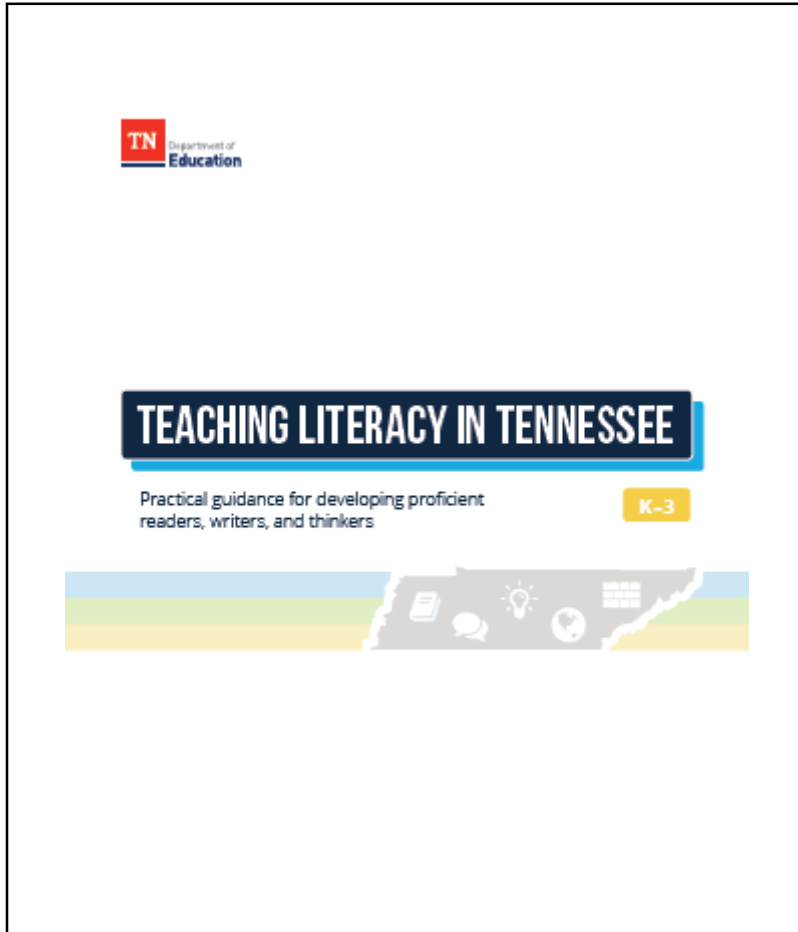


**Develop vocabulary**



**Build knowledge about the world**

# Teaching Literacy in Tennessee Theory of Action



**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




Literacy Instructional  
Outcomes

Instructional  
Coaching



A Network of  
**Collaborative**  
Support

# Our Theory of Action

<b>Literacy Coaches</b> 	<b>Classroom Teachers</b> 	<b>Instructional Strategies</b> 	<b>Students</b> 
<ul style="list-style-type: none"><li>• Build content knowledge in early literacy</li><li>• Develop coaching skills</li></ul>	<ul style="list-style-type: none"><li>• Build content knowledge in early literacy</li><li>• Provide sound models of effective instructional practices</li></ul>	<ul style="list-style-type: none"><li>• Sustained implementation of research-based, high impact instructional strategies</li><li>• On-going study and coaching support</li></ul>	<ul style="list-style-type: none"><li>• Increase student learning and literacy achievement</li></ul>

# A Network of Support

**Department  
Leadership Team**



**Department Reading  
Coach Consultants**



**District Read to be  
Ready Coaches**



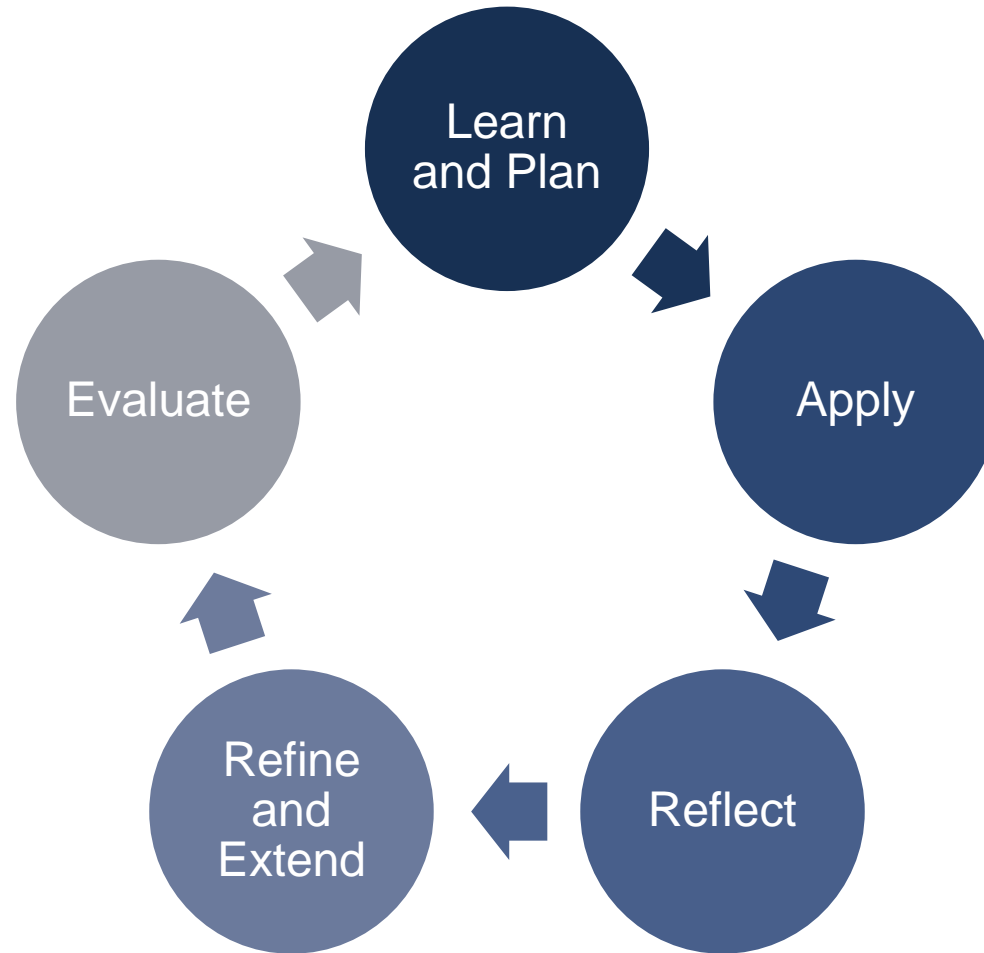
**District Teachers**



# Read to be Ready Coaching Network Instructional Outcomes

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	Teaching Foundational Skills through Reading and Writing
	Semester 2	Responding to Texts through Interactive Speaking and Writing Activities
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

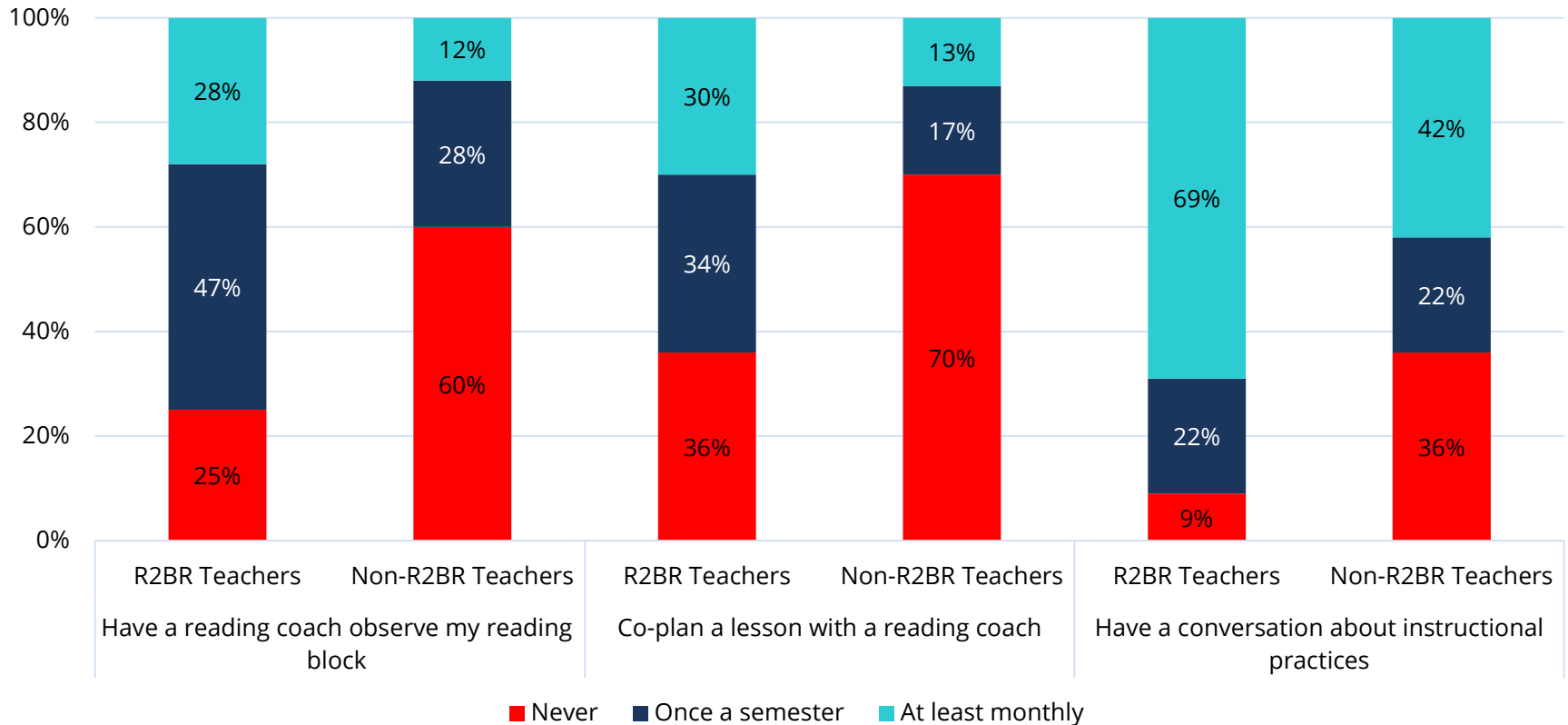
# The Coaching Cycle



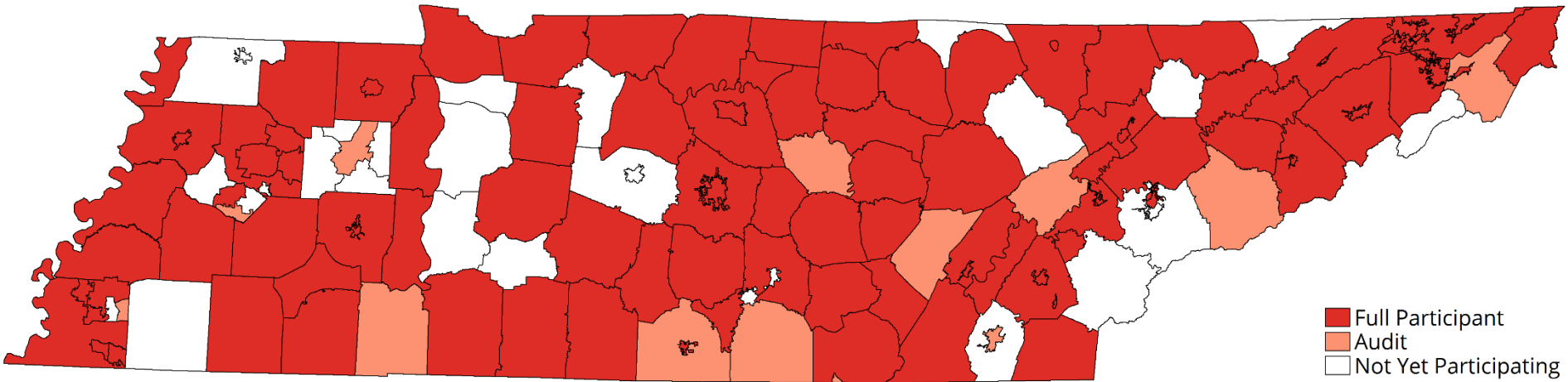


# R2BR Coaches are Engaging Teachers

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



# The Read to be Ready Coaching Network



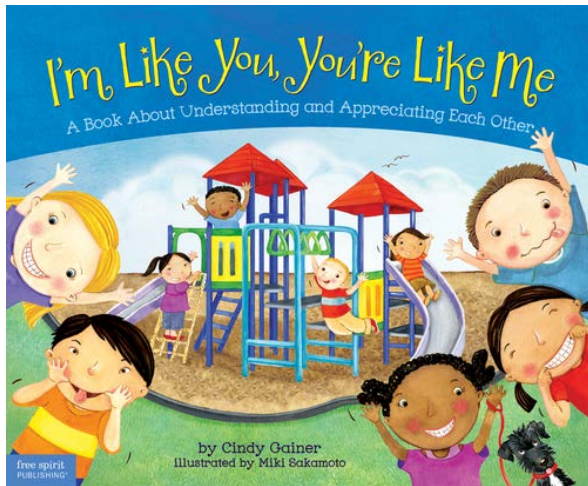


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**Instructional  
Materials, Resources  
& Curriculum**

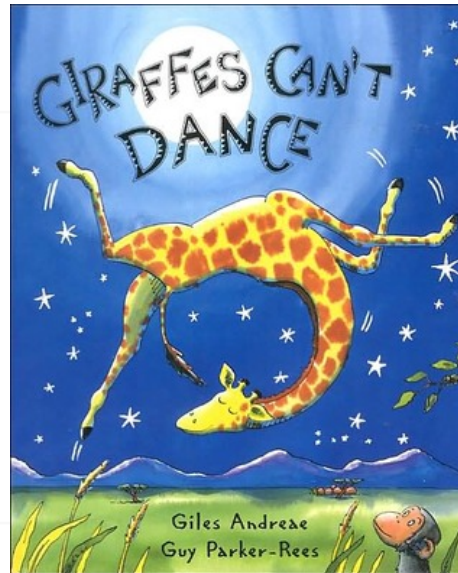
# Observed Interactive Read Aloud (IRA) Texts

## OBSERVED GRADE K IRA TEXT



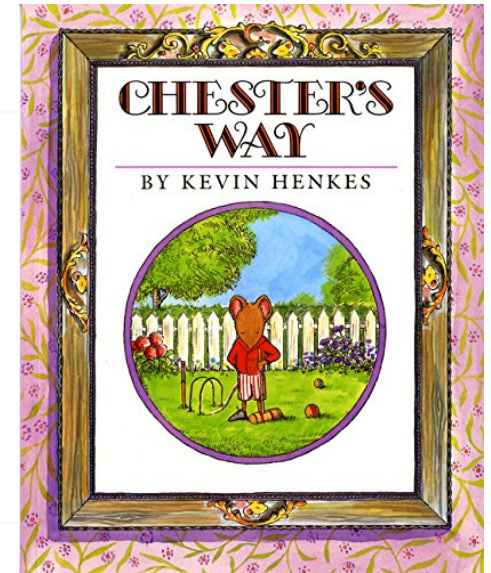
✓ Quantitatively complex  
(440L)

## OBSERVED GRADE 1 IRA TEXT



✓ Quantitatively complex  
(570L)

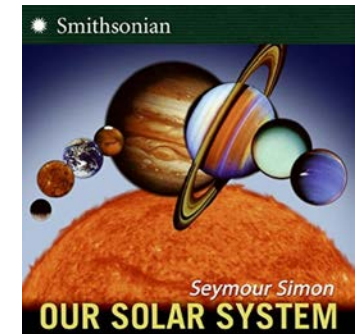
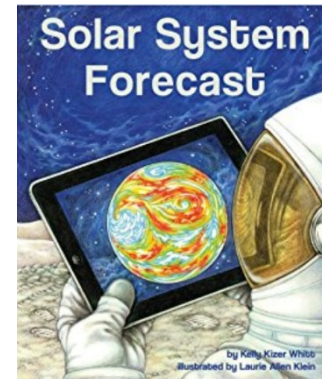
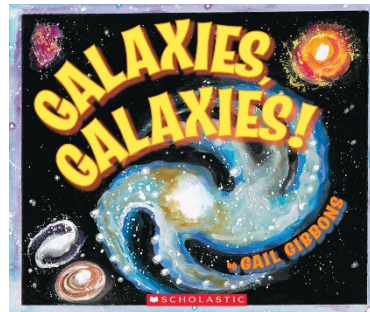
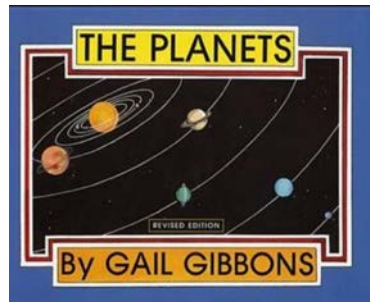
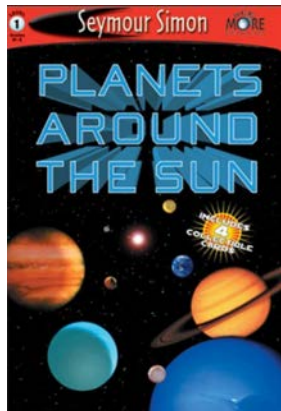
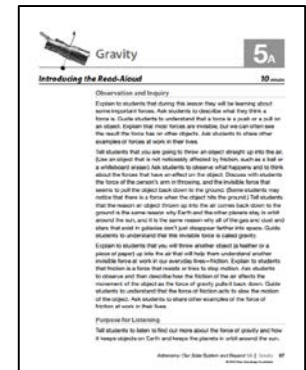
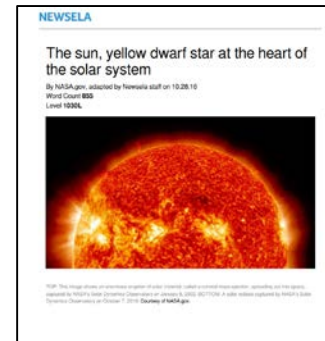
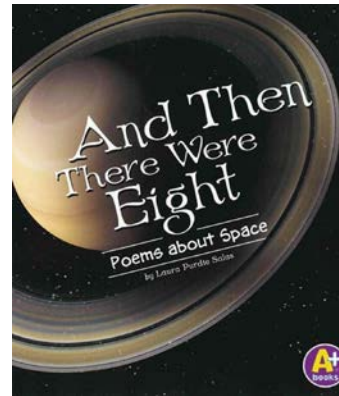
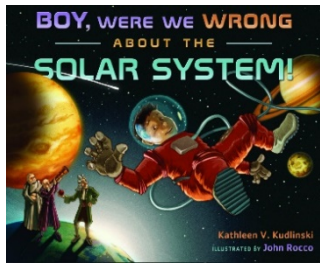
## OBSERVED GRADE 2 IRA TEXT



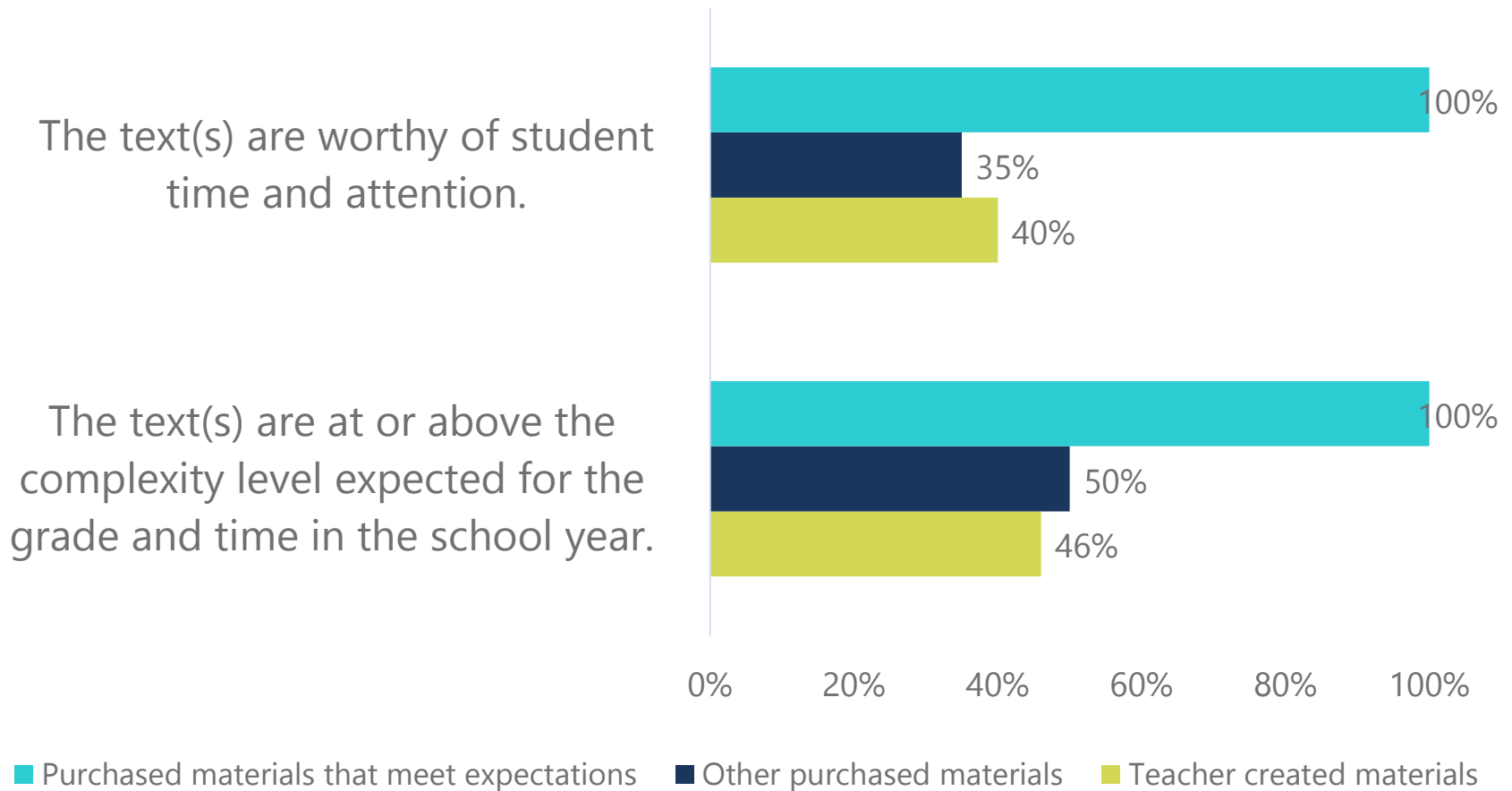
✓ Quantitatively complex  
(570L)

# Text Sets

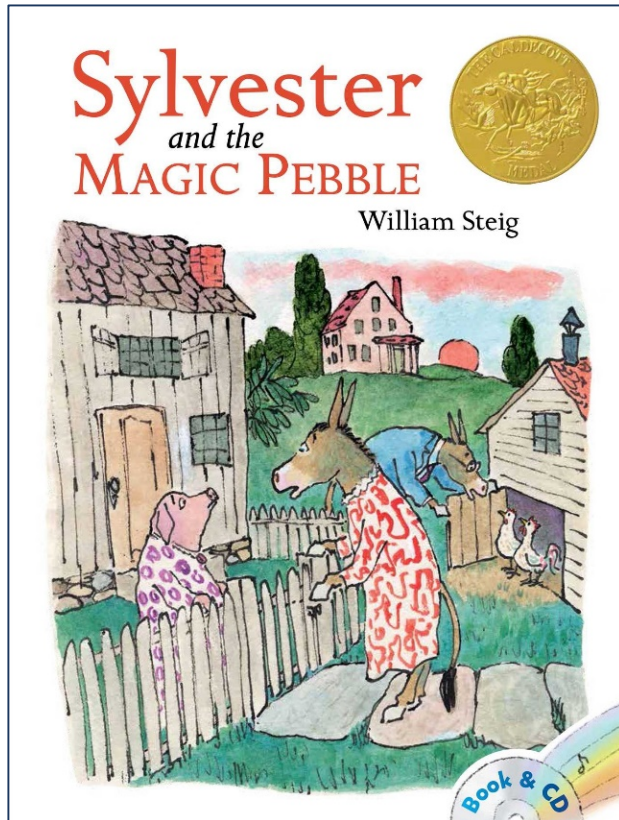
Text sets include opportunities for students to access at- and above-grade level expectations, as well as texts for small group and independent reading.



# Priority #1: Higher Quality Texts



# Observed Task

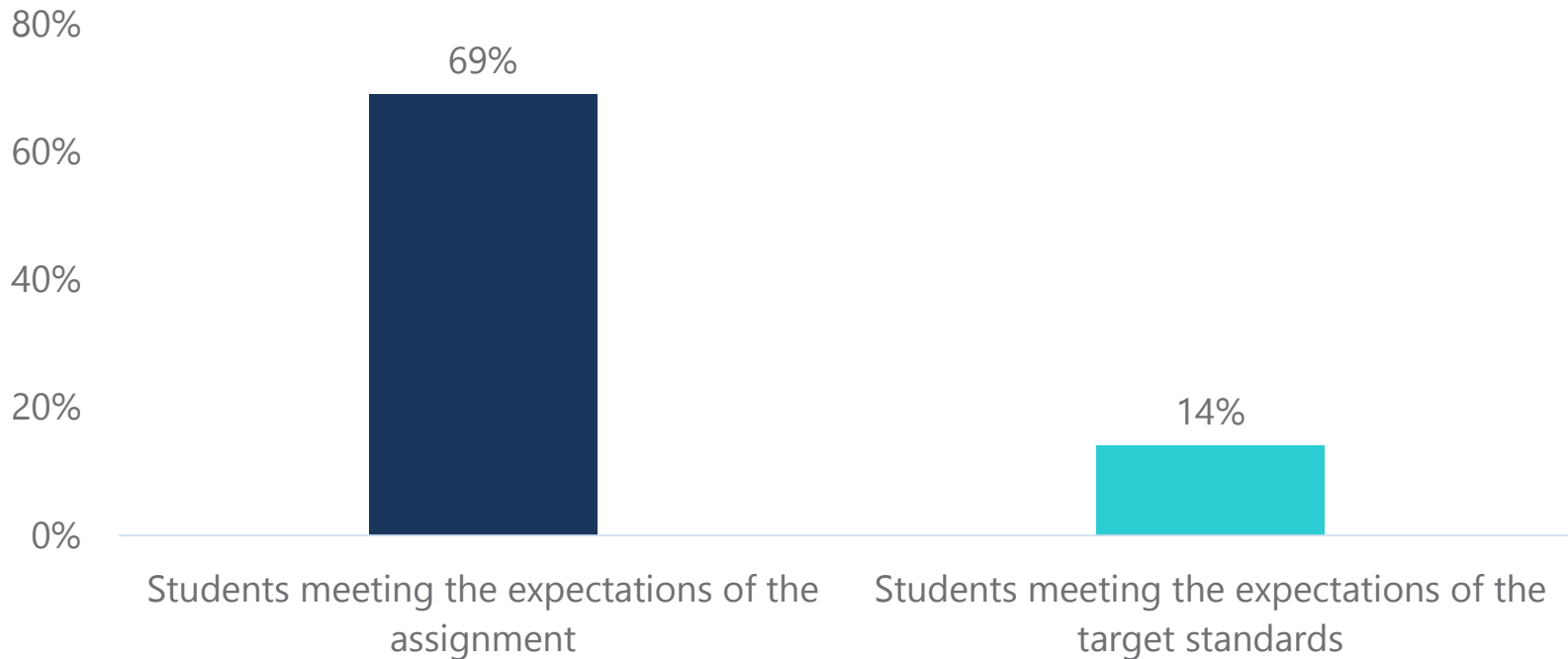


### Point of View

Discuss one character's point of view.	Sylvester felt unhappy because he turned into a rock.
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.
How are these points of view different?	Mr Dunken felt the same thing as Mrs Dunken. Let's cheer up. he said.

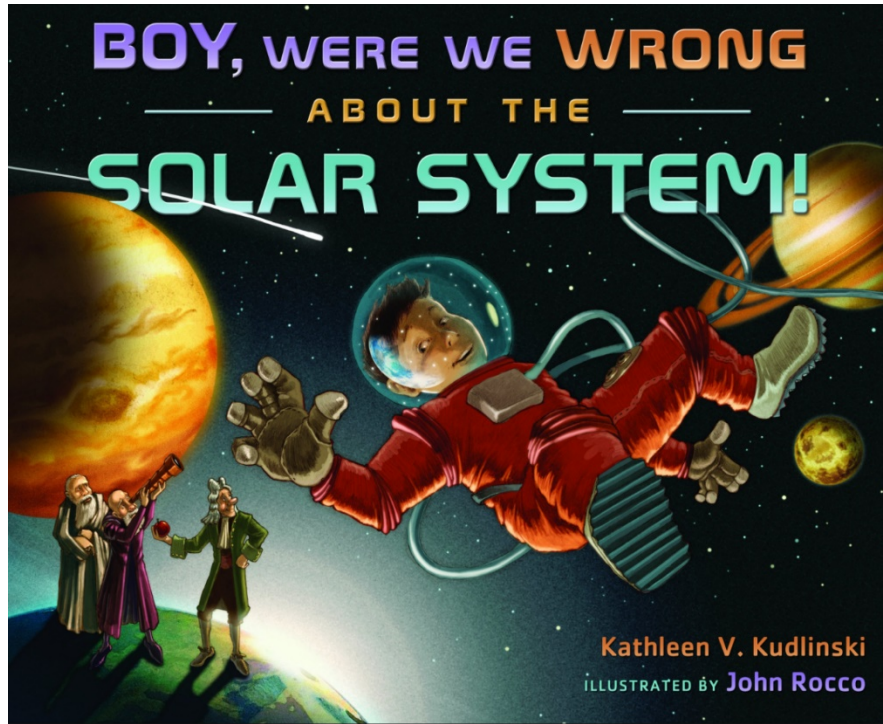
# Task Expectations

**While students are successfully completing classroom tasks, the tasks rarely reflect the true demands of the standards.**





# Daily Task Example (Grade 3)

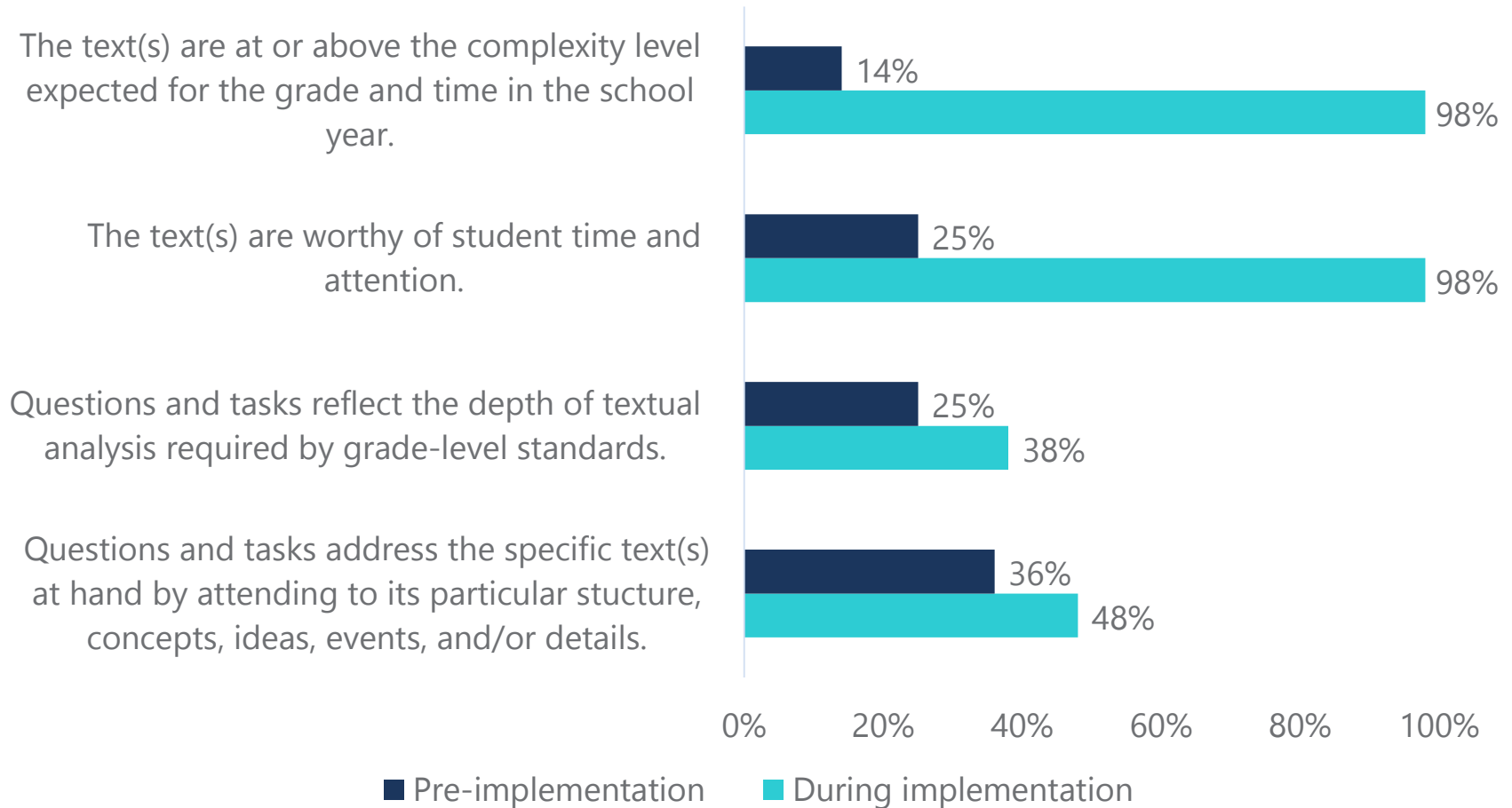


In your journal, write a paragraph explaining one incorrect idea people had about our solar system.

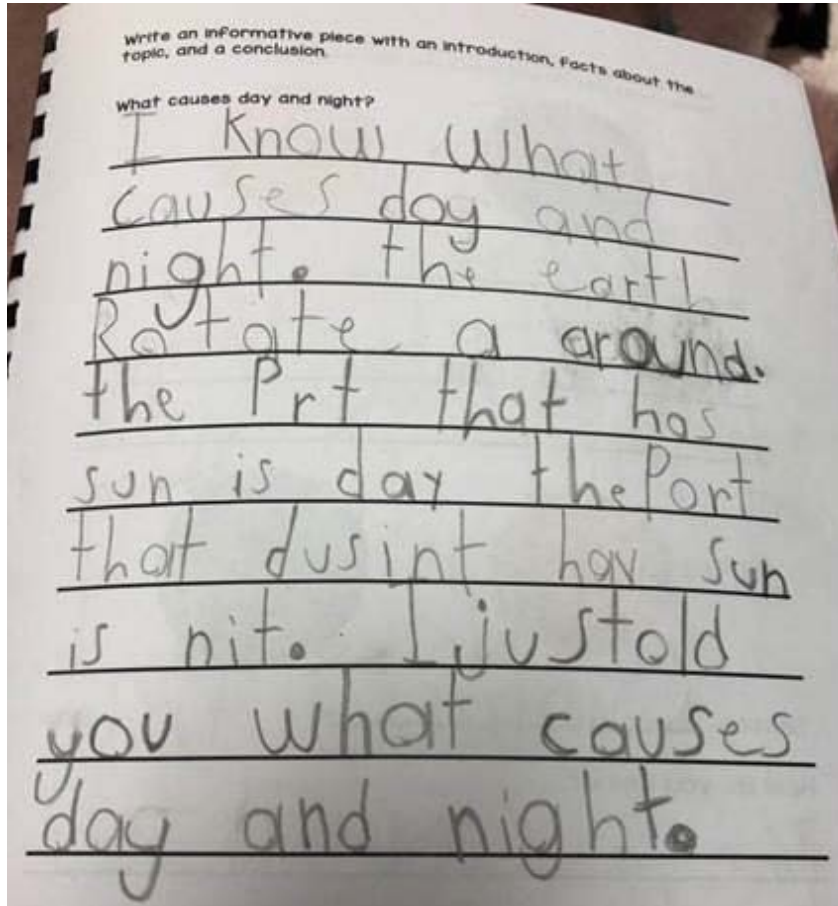
Include specific evidence that led people to change their minds. Explain what new understanding people had.

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.

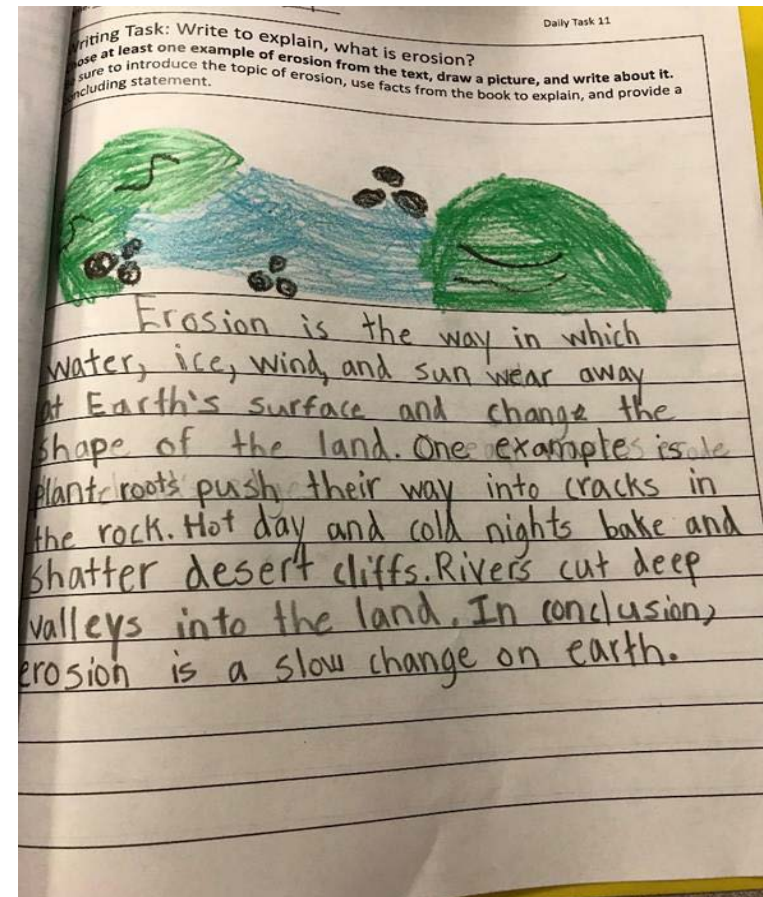
# Priority #2: Questions and Tasks



# Students are meeting the challenge of higher expectations.



Grade 1



Grade 2

# 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."*

# Research Highlights

- 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 75<sup>th</sup> 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

## Spring 2018

- Begin communication about curricular expectations to publishers
- Publishers begin designing new curricular resources to meet Tennessee expectations

## Fall 2018 – Spring 2019

- New ELA adoption cycle begins
- Reviewers selected and trained
- Publishers submit materials for review
- Final list of approved materials prepared

## Fall 2019 – Spring 2020

- Selected materials go to State Board for approval (Oct.)
- District selection process

## Fall 2020

- New curricular materials are implemented in classroom



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# **Educator Preparation Programs**

# Timeline – Standards Implementation

	Early, Elementary, Special Education Programs	Middle, Secondary, Instructional Leader Programs
<b>Jan 2017</b>	Standards approved by SBE	
<b>April 2017</b>		Standards approved by SBE
<b>Aug 2017</b>	Director of Literacy for Educator Preparation and Induction hired	
<b>Nov 2017</b>	EPP literacy convenings	
<b>Jan 2018</b>	Launch of EPP Literacy Network	
<b>Spring 2018</b>	Proposals for early, elementary, and special education programs due	Ongoing technical support for programs (webinars, resource distribution, etc.)
<b>Fall 2018</b>	EPP implementation of standards	Proposals for middle, secondary, and instructional leader programs due
<b>Spring 2019</b>		EPP implementation of standards

# 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 unifying vision and work to support literacy instruction and improve results for all students



**Response To Instruction & Intervention (RTI<sup>2</sup>)**  
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.

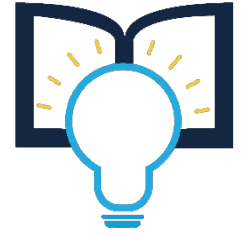
# Convenings and Networks

- 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*



# **Summer Reading Camps/Grant Program**

# 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



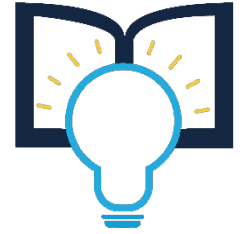
# Read to be Ready Summer Grants



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.***

**Excellence | Optimism | Judgment | Courage | Teamwork**