

Initiative Goal/Objectives for Reads To Lead

Overarching goal of increasing student achievement in grades K-3 to ensure reading proficiency before entering fourth grade through:

- Increasing quality of reading instruction
- Providing a K-3 common formative assessment for use in planning data-driven instruction
- Providing quality professional development for administrators, reading coaches, and teachers around the state
 - ❖ (2014-2015) – R9 Scheduled, Facilitated, and Coordinated 16 Reads to Lead trainings
 - ❖ (2015 – 2016) – R9 is projecting to Schedule, facilitate and Coordinate 30 plus Reads to Lead trainings
- Ensuring that districts have a comprehensive plan for addressing literacy instruction
- Creating and implementing a State Literacy Plan for alignment of supports
- Reaching out to parents and families with free resources in Spanish and English to support children's reading at home

Reading Coaches Activities:

Whole Faculty Professional development
Small Group Professional development planning
Modeling lessons
Coaching
Coach-teacher conferences
Students Assessment
Data reporting
Data analysis meetings
Knowledge building
Managing reading materials
Traveling to and from schools

- 2014 -2015 Reading Coach Hours of Training – About 330 hours
- 2014 -2015 Reading Coach Hours – About 1,300 hours

R9 serves 7 Rural School Districts; the Reading Coach attends important trainings and takes that training back to the schools.

Region IX, is responsible for hiring a Reading Coach to provide technical and professional development to appropriate staff (including, but not limited to, principals, coordinators, district/school reading coaches, teachers, educational assistants and others) in districts served by R9.

-R9 will ensure that the Reading Coach is an effective content teacher at the Grades k-3

-Hold an instructional level II or III license and have a minimum of three years of effective teaching practice as evidenced by performance evaluations scored at least satisfactory and by increased student achievement

-Hold a TESOL Endorsement if working in a school with a high concentration of ELL students; and

-Submits to a fingerprint-based background check if not already employed by the R9

R9 will house the K-3 Regional Reading Coach and assume all costs associated with the operation and maintenance of office space including use of laptop computer, utilities, phone, fax, email, and office supplies.

Reading Coaches Responsibilities to Districts under the Reads to Lead Grant;

*Content:

-Implement NM Content Standards (CCSS) and Benchmarks

-Demonstrate knowledge of adult learning theory and sound professional development practices

*Reading Coach Skills and Abilities:

-Describe key elements of various coaching approaches, their strengths, and underlying conceptual frameworks

-Recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors;

- Conduct cycles of coaching conferencing: pre- conference, observation, analysis of data and the conferring with the teacher

-Provide meaningful and timely feedback

-Plan collaboratively with educators for continuation, modification or addition of specific skills and strategies in response to feedback and data

- Model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies, or approaches

-Co-teach in the classroom as a means of providing support in making decisions about working with colleagues in schools

-Reflect on their own work and use that reflection to improve teaching

-In-group coaching; lead group meetings, in discussions to accomplish goals, plan implement and evaluate PD in the content areas that take into account adult learning principles,

-Lead student data review meetings with teachers and write reflections of each meeting describing the data presentation and teacher responses and reflections on successes and plans for improvement

* Instructional Practices

- Coach educators in the effective delivery of research based instruction appropriate to the content area, in the use of educational technology and its integration into instructional practice,
- Coaching educators in becoming independent, reflective practitioners
- Coaching educators in the appropriate selection and implementation of instructional materials and assessment tools, in instructional strategies for special needs, ELL students, gifted, and other subgroups
- Coaching educators in formal and informal assessment and decision making to improve instructional practice, in culturally responsive pedagogy and classroom management

* Assessment

- Using assessment data from multiple measures to guide instruction, monitor the results of interventions, demonstrate effective use of technology in student assessment measures and data analysis, use multiple assessment strategies that effectively measure students mastery of the curriculum in more than one way and designing assessments that target academic standards and assessment anchor content standards in subject areas

*Organizational Leadership and School Change

- Reading coach will be able to understand the school change literature that speaks to the importance of schools as communities of learners and exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning.