



Dear Read to Succeed Partner Network,

We are delighted that you are partnering with United Way of Greater Nashville's Read to Succeed program. You have taken a big step to ensure a bright future and the long-term success of the children and families you serve.

Read to Succeed envisions a community of early childhood professionals equipped to provide equitable, high-quality education to all children and families. Our focus is to give you in-depth information and knowledge on the importance of social-emotional development, early childhood literacy and how you can promote healthy development in your early learning centers through conversation, interactions with families and day-to-day modeling.

As early childhood professionals, we recognize this challenge as an opportunity to implement brain-based research and social-emotional techniques to empower students and teachers to build a strong foundation in emotional intelligence. This expanded knowledge base will help you effectively manage your classrooms and impact your interactions with co-workers and others in your school family.

United Way of Greater Nashville is proud to be a partner of Raising Readers Nashville, a citywide framework to advance literacy justice for all children in our community. We plan to achieve this by increasing access to books with classroom and Lending Libraries and providing quality professional development for all stakeholders. We hope that by continuing to partner and support all stakeholders with the proper resources, we can improve a child's chances for long-term educational success and combat the challenges that often impede that progress.

We look forward to a continued partnership by aligning goals and strategies to improve the lives of our most vulnerable neighbors in Nashville. Through collaborative efforts with dedicated, capable partners, we can generate systemic solutions that will mitigate risk and prepare children for kindergarten and beyond.

Kindest regards,



Meggie Duke
Manager, Read to Succeed
United Way of Greater Nashville

The Read to Succeed Handbook is a detailed guide to understand and implement all components of the Read to Succeed program model with fidelity. It is divided into two main parts: The beginning of the handbook outlines the Read to Succeed program components, and the appendix includes supporting documents and resources that support the day-to-day implementation of the program.

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THE READ TO SUCCEED PROGRAM

Mission

Read to Succeed unites early childhood professionals to align knowledge, skills and best practices for lifelong academic success and well-being for children and families.

Vision

Read to Succeed envisions a community of early childhood professionals equipped to provide equitable, high-quality education to all children and families.

History

United Way of Greater Nashville's Read to Succeed program began in 2002 to better prepare students for kindergarten. In 2004, a survey revealed only 49 percent of children entering a Metro Nashville Public Schools kindergarten classroom and 33 percent of children from low socioeconomic backgrounds had the literacy skills to be successful in kindergarten. The survey, exposing the need for quality early childhood education in Nashville, prompted a \$2.9 million Early Reading First grant from the U.S. Department of Education, leading to the creation of Read to Succeed.

Read to Succeed students consistently perform at higher achievement levels on more kindergarten readiness assessed objectives. This achievement is particularly significant for families that are overburdened and under-resourced.

Historically, Read to Succeed has supported three- to five-year-old classrooms in early childhood centers in Davidson County, Tenn., focusing on mitigating risk factors at early childhood centers in need of support. Support has been provided to these classrooms in many ways, most impactfully through:

- High-quality professional development
- An instructional coach at every site
- Academic and social-emotional curricula and curricular materials

In 2018, Read to Succeed received a grant from the Tennessee Commission on Children and Youth's Building Strong Brains initiative. This grant helped Read to Succeed expand to support infant and toddler classrooms in social-emotional curriculum and professional development, evolving the program into a birth- to five-year model.

In 2020, Read to Succeed expanded again to include support for centers that required assistance to improve their program to the standards of a fully funded Read to Succeed site. This expansion resulted in the adoption of a tiered model of support. In 2023, the program expanded to Williamson County.

Guiding Principles

Early relationships matter.

Positive relationships with adults help children develop secure attachment systems and encourage a healthy curiosity of the world in which they belong. These skills are essential for self-regulation, constructive interactions and academic functioning.

Social-emotional competencies are vital for children's growth and development.

Social-emotional learning is a vital part of healthy development and the learning process. Children must learn skills such as self-management and responsible decision-making to experience school and life success.

All children are capable and competent and develop at various rates.

A core value of Read to Succeed is that all children are capable of success, and that success looks different for every child. Read to Succeed standards support developmentally appropriate practices that promote the healthy development of all children.

A child's early learning and development is multidimensional.

A child's early learning and development includes many developmental domains that are highly interconnected (e.g. academic and social-emotional). Read to Succeed is committed to supporting the development of the whole child.

Children are eager learners and learn best through being active.

The primary approach to learning within Read to Succeed is through purposeful and meaningful play through which children develop a love of learning that will stay with them for a lifetime.

Children's diverse backgrounds are an essential part of their learning.

Children's development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments. Read to Succeed classroom environments provide an inclusive approach encompassing abilities, sex and gender roles, culture, language and religion.

Families are children's primary and most important caregivers and educators.

Read to Succeed respects the family as the child's first teacher and works with the family to provide resources to support the lifelong success of every child.

Program Components of the Read to Succeed Model

The following components are indicators of a high-quality early childhood program as determined by Read to Succeed. Achievement of all domains indicates a center is eligible to be identified as a Tier 3 site.

 TIER 3 Site has met and/or will be supported with the following:	 TIER 2 Emerging Read to Succeed site has met and/or will be supported with the following:	 TIER 1 Emerging Read to Succeed site has met and/or will be supported with the following:
<ol style="list-style-type: none"> 1. A research-based, social-emotional learning program (Read to Succeed supports Conscious Discipline) 2. Access to high-quality professional development, including a full-time, dedicated instructional coach for three- and four-year-old classrooms 3. Strong and consistent site-based communication 4. Validated tool to assess the whole child (Read to Succeed supports Teaching Strategies GOLD) 5. Conscious Discipline Rubric Progress Assessment that observes the classroom environment teacher/student interaction 6. A research-based, brain-based, developmentally appropriate academic curriculum 7. Intentional community partnerships 8. High-quality family engagement practices 9. Site-based high quality Lending Libraries and classroom libraries 10. Access to green outdoor space 11. Participation in a third-party led program evaluation 	<ol style="list-style-type: none"> 1. A research-based, social-emotional learning program (Read to Succeed supports Conscious Discipline) 2. Access to high-quality professional development, including a full-time, dedicated instructional coach for three- and four-year-old classrooms 3. Strong and consistent site-based communication 4. Validated tool to assess the whole child (Read to Succeed supports Teaching Strategies GOLD®) 5. Conscious Discipline Rubric Progress Assessment that observes the classroom environment teacher/student interaction 6. High-quality family engagement practices 7. A research-based, brain-based, developmentally appropriate academic curriculum 8. Intentional community partnerships 9. Site-based high-quality Lending Libraries and classroom libraries 	<ol style="list-style-type: none"> 1. A research-based, social-emotional learning program (Read to Succeed supports Conscious Discipline) 2. Access to high-quality professional development, including a full-time dedicated instructional coach for three- and four-year-old classrooms 3. Strong and consistent site-based communication with all stakeholders including equitable communication with families 4. Validated tool to assess the whole child (Read to Succeed supports Teaching Strategies GOLD®) 5. Conscious Discipline Rubric Progress Assessment that observes the classroom environment teacher/student interaction 6. High quality family engagement practices

Partner Agency Contract Guidelines

United Way of Greater Nashville Read to Succeed partner sites agree to the following outcomes.

Program Implementation Outcomes

Read to Succeed Tier 3 partner sites agree to the following:

- A. Maintain program implementation standards for all Read to Succeed infant, toddler, three-year-old and four-year-old classrooms with 70 percent of center capacity enrolled from September to May. Center capacity is the number of children the center is licensed to serve. For example, if a center is licensed to serve 100 students, the partner site agrees to maintain an enrollment of at least 70 students.
- B. Maintain and develop a full- or part-time instructional coach for the sole purpose of supporting teachers and increasing student outcomes. If a center does not rehire an instructional coach within 60 days of resignation or termination, agency funding will be impacted. A full-time instructional coach has no less than three and no more than four classrooms. A part-time instructional coach has less than three classrooms. United Way of Greater Nashville requests that partner sites involve the Read to Succeed manager in the hiring of instructional coaches.

Instructional Coach

- A. Maintain a full- or part-time instructional coach.
 - a. Centers have a budget of \$28,000 (part-time) or \$56,000 (full-time) to support salary, taxes and benefits of an instructional coach.
 - b. A full-time coach may not exceed four Read to Succeed classrooms. Instructional coaches may not be used to maintain classroom ratios, supervise other staff or provide technical assistance beyond the scope of their job description.
 - c. If an instructional coach position is vacant for more than 60 days, instructional coach salary funding will be suspended until the position is filled. Center directors and United Way of Greater Nashville staff will collaborate to identify and hire instructional coaches.
- B. Instructional coaches are responsible for the development of an intentional coaching plan, including the coordination, implementation and facilitation of family literacy workshops, Lending Library incentives and kindergarten transition activities. Instructional coaches should:
 - a. Implement the Read to Succeed Coaching Framework of Intentional Coaching or other coaching program as identified by United Way of Greater Nashville and maintain a coaching portfolio for each teacher/classroom.
 - b. Instructional coaches will have a 90 percent attendance rate at monthly instructional coach meetings scheduled by United Way of Greater Nashville.

- C. United Way of Greater Nashville will support the professional development for instructional coaches through training, conferences and workshops. United Way of Greater Nashville will work collaboratively with center directors to identify relevant and engaging professional development opportunities for instructional coaches.
- a. Instructional coaches will attend at least two conferences for professional development during the contract term. At least one of the conferences will be Conscious Discipline focused. United Way of Greater Nashville will provide suggested conferences for attendance. All new instructional coaches must attend Conscious Discipline Summer Institute (CD1) within twelve months of hire date and Lipscomb University's Ayers Institute Instructional Coaching Academy: Coaching Model and Practice within twelve months of hire date. All new directors must attend Lipscomb University Ayers Institute Instructional Coaching Academy: Coaching Models and Practices within twelve months of hire date. Yearly attendance of the Ignite! Conference is required for all instructional coaches, center leadership, and RTS teachers.
 - b. Conference attendance will be funded through the grant funds restricted for implementation of Read to Succeed. The center's travel policies will apply.
 - c. All instructional coaches are required to report which conferences they are attending/attended each year to the RTS manager.

Professional Development

Attendance at some United Way of Greater Nashville professional development sessions is required for Instructional Coaches and Read to Succeed teachers. DHS approved certificates will be provided for all professional development sessions offered once participants have completed and submitted a reflection form to United Way of Greater Nashville. United Way of Greater Nashville is a Pre-Approved Institution with TrainTN. Your TNPAL-verified director should enter documentation of attendance and participation in their TrainTN Director Portal.

In addition to the annual Ignite! Conference, Instructional Coaches are required to attend at least four hours of professional development each quarter (16 hours total per year). Each Instructional Coach is required to attend a minimum of 4.5 hours of in-person professional development per year (3 sessions total). This is the minimum amount of required training hours. All instructional coaches are highly encouraged to seek out additional hours and opportunities for trainings that contribute to their professional growth and development

In addition to the annual Ignite! Conference, Read to Succeed teachers (all tier levels) are required to attend a minimum of 24 hours of professional development per year, accounting for state required training and additional Read to Succeed hours.

The following hours are required for all teachers:

Minimum of 24 hours professional development per year, including the following:

- 8 hours (minimum) must be RTS professional development, with a minimum of 1.5 hours (one session) of in-person training per year.
- 3 hours (minimum) must be developmental learning standards.
- 3 hours (minimum) must be pre-literacy skills.
- 6 hours (minimum) must be health and safety training.

Curricula

- A. Implement an approved, research-based, developmentally appropriate academic curriculum center-wide with the primary goal to inspire young minds and build foundational academic and social development skills. More details are provided in the section on “Curricula” (pg. 22).
- B. Implement an approved, research-based, brain-based social-emotional learning program center-wide with the primary goal to create positive interactions and connections among children and their caretakers. United Way of Greater Nashville provides support and training for Conscious Discipline curriculum. More details are provided in the section on “Curricula.”
 - a. Implement Conscious Discipline throughout the center and in all Read to Succeed infant, toddler and pre-K classrooms.
 - i. Ensure teachers are supported in the implementation of the curriculum in their classrooms through access to coaching, training and materials.

- ii. Ensure students' social-emotional growth is supported through their experiences in the classroom and throughout the center with administration and support staff.
- C. Implement required validated tools to assess the whole child with fidelity. All Read to Succeed sites will use Teaching Strategies GOLD as an assessment tool for developmental and academic objectives. All centers will use the Conscious Discipline Progress Rubric to assess social-emotional learning goals.

Technology, Writing and Listening Centers

- A. In each Read to Succeed classroom, maintain technology (e.g. desktop/laptop/tablet) that is in working order and is accessible to all students daily.
- B. In each Read to Succeed classroom, maintain a listening center that is in working order and is accessible to all students daily. Headphones, listening devices and a variety of listening and writing materials should be available at all times.
- C. Maintain a well-stocked writing center according to the Read to Succeed Program Implementation Requirements that is accessible to all students daily. Writing materials are available in all classroom centers (per Read to Succeed Checklist).
- D. Assessment of center implementation will be observed through the Read to Succeed Classroom Observation Checklist. In the event that an academic center focused item receives a "no" on the checklist, administrators and instructional coaches will provide a plan for improvement of these items.

Family Engagement

- A. Implement a Family Engagement strategy with the primary goal of engaging and involving parents in their child's education. Host at least six family education workshops each school year to support Conscious Discipline parent curriculum, utilizing funds to remove barriers to family participation. If your agency partners with The Family Collective, workshops can be integrated to meet requirements of both program goals.
 - a. Each event should include information on the importance of early education and how families can advocate for and support their children at school and home. It is encouraged that each event is accompanied by a meal or snack, childcare and take-home books and materials.
 - b. All tier 2 and tier 3 sites are required to host two (2) family engagement events around kindergarten readiness. One of these events will be a required kindergarten readiness workshop. This workshop should include the following: school choice application process, how to prepare your student for kindergarten at home, school registration

process, resources (i.e. school supplies, books, information from local schools, etc.), and summer bridge support.

- B. Host family engagement activities around kindergarten transitions with activities that include the following (family engagement activities can be integrated into family education workshops):
 - a. Two engagement activities are to be about kindergarten transition.
 - i. First workshop (fall): School choice application process and how to prepare your child for kindergarten at home.
 - ii. Second workshop (spring): Kindergarten transition plan, school registration process, preparing students for the transition to kindergarten at home, backpack of supplies for kindergarten, summer bridge support.
 - b. Provide resources to support individual kindergarten transitions.

Lending Libraries

- A. Maintain a Lending Library that is accessible for children, families and teachers.
 - a. Instructional coaches will update book selections on an ongoing basis.
 - b. Instructional coaches will provide at least four library incentives annually to support the use of the Lending Library.
 - c. Instructional Coaches will report lending library incentives on their final Family Engagement document.
 - i. Number of books checked out monthly
 - ii. Number of students, families and teachers who check out books monthly
 - iii. Library incentive type and information about participation.

Program Outcomes

Read to Succeed Tier 3 partner sites agree to the following:

For each research-based objective below, at least two forms of documentation per student per quarter must be submitted in Teaching Strategies GOLD®. For each non-research-based objective below, at least one piece of documentation per student per quarter must be submitted in Teaching Strategies GOLD®.

Research-Based Objectives

- A. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **social-emotional skills** according to Teaching Strategies GOLD®.
 - a. Regulates own emotions and behaviors (Objective 1a-c)
 - b. Establishes and sustains positive relationships (Objective 2a-d)
 - c. Participates cooperatively and constructively in group situations (Objective 3a-b)

- B. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **language development skills** according to Teaching Strategies GOLD®.
 - a. Listens to and understands increasingly complex language (Objective 8a-b)
 - b. Uses language to express thoughts and needs (Objective 9a-d)
 - c. Uses appropriate conversational and other communication skills (Objective 10a-b)

- C. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **cognitive skills** according to Teaching Strategies GOLD®.
 - a. Demonstrates positive approaches to learning (Objective 11a-e)
 - b. Remembers and connects experiences (Objective 12a-b)
 - c. Uses classification skills (Objective 13)
 - d. Uses symbols and images to represent something not present (Objective 14a-b)

- D. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **literacy skills** according to Teaching Strategies GOLD®.
 - a. Demonstrates phonological awareness, phonics skills, and word recognition. (15 a – d)
 - b. Demonstrates knowledge of the alphabet. (16 a – b)
 - c. Demonstrates knowledge of print and its uses. (17 a – b)
 - d. Comprehends and responds to books and other texts. (18 a – c)
 - e. Demonstrates writing skills. (19 a – b)

- E. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **physical skills** according to Teaching Strategies GOLD®.
 - a. Demonstrates traveling skills (4)
 - b. Demonstrates balancing skills (5)
 - c. Demonstrates gross-motor manipulatives skills (6)
 - d. Demonstrates fine-motor strength and coordination (7 a – b)

- F. 85 percent of students with at least 50 percent daily attendance achieve benchmark in **math skills** according to Teaching Strategies GOLD®.
 - a. Uses number concepts and operations. (20 a – c, e)
 - b. Explores and describes spatial relationships and shapes. (21 a – b)
 - c. Compares and measures. (22 a – c)
 - d. Demonstrates knowledge of patterns. (23)

Non-Research-Based Objectives

A. Science and Technology:

- a. Uses scientific inquiry skills.
- b. Demonstrates knowledge of the characteristics of living things.
- c. Demonstrates knowledge of the physical properties of objects and materials.
- d. Demonstrates knowledge of Earth’s environment.
- e. Uses tools and other technology to perform tasks.

B. Social Studies:

- a. Demonstrates knowledge about self
- b. Shows basic understanding of people and how they live
- c. Explores changes related to familiar people or places
- d. Demonstrates simple geographic knowledge

C. The Arts:

- a. Explores the visual arts
- b. Explores musical concepts and expression
- c. Explores dance and movement concepts
- d. Explores drama through actions and language

Reporting Guidelines

Centers are to coordinate and participate in the annual evaluation. The evaluation will include: evaluation of children’s progress through participant assessments, evaluation of implementation measures and evaluation of the effectiveness of the Read to Succeed model components in the classroom. The following tools are required to document the implementation of the Read to Succeed model: Read to Succeed Classroom Checklist, Conscious Discipline Rubric, and Teaching Strategies GOLD®.

Read to Succeed Tier 3 partner sites agree to the following:

- A. **Assessment Data:** Assess, maintain and report student assessment data according to the schedule in the Read to Succeed Reporting Calendar. Maintain accurate and up-to-date assessment data in Teaching Strategies GOLD.

- B. **Monitoring and Visits:** Comply with semi-annual monitoring and agency site visits. Reports to United Way of Greater Nashville are due twice annually to ensure outcomes are being met as indicated. Agency staff must participate in Community Impact Funding monitoring and site visits, sharing information, progress and concerns with achieving the stated outcomes with United Way of Greater Nashville staff. Transparency on progress toward outcomes will assist with collective results in the community.

- C. **Extenuating Circumstances:** If a situation arises in which your agency will not be able to achieve the outcomes due to an extenuating circumstance, you must immediately request a meeting with United Way of Greater Nashville staff to discuss the situation and problem solve effective solutions.

- D. **Performance Review Plans:** United Way of Greater Nashville staff must be notified immediately if your agency identifies that it will not achieve projected outcomes. United Way of Greater Nashville staff may place your agency on a Performance Review Plan to ensure your agency will be successful through the remainder of the funding cycle. This plan will be specific to your organizational needs to reach outcomes as projected. United Way of Greater Nashville staff are committed to assisting your agency with achieving your performance goals. A request to permanently reduce Performance Targets may impact your funding award.

Read to Succeed Pre-K Reporting Calendar

Month	Item	Date	Destination
July	GOLD® YEARLY REPORT WITH SPRING DATA	07/08/24	Submit to UW
	FINAL 2023-24 READ TO SUCCEED BUDGET	07/08/24	Submit to UW
August	SCHEDULE/TRACK TEACHERS' ONGOING 2023-24 RTS PD (TWO HOURS/QUARTER, SIX HOURS/YEAR)	Ongoing	Keep at site
	FINALIZE TEACHERS' 2023-24 PD RECORDS	Ongoing	Keep at site
	2023-24 FAMILY ENGAGEMENT FINAL	08/02/24	Submit to UW
	PROPOSED 2023-24 READ TO SUCCEED BUDGET	08/13/24	Submit to UW
September	CLASSROOM CHECKLIST (ONE PER CLASSROOM)	09/06/24	Keep at site
	2024-25 FAMILY ENGAGEMENT PLAN	09/06/24	Submit to UW
October	FALL CONSCIOUS DISCIPLINE RUBRICS	10/04/24	Submit to UW
	SCHEDULE/TRACK TEACHERS' ONGOING 2024-25 RTS PD (TWO HOURS/QUARTER, SIX HOURS/YEAR)	Ongoing	Keep at site
November	FALL GOLD® CHECKPOINT	11/08/24	Submit in TSG
December	GOLD® REPORT WITH FALL DATA	12/06/24	Submit to UW
	CLASSROOM CHECKLIST (ONE PER CLASSROOM)	12/06/24	Keep at site
	SCHEDULE/TRACK TEACHERS' ONGOING 2024-25 RTS PD (TWO HOURS/QUARTER, SIX HOURS/YEAR)	Ongoing	Keep at site
January	INTERVENTION PLAN: RESPONSE TO FALL DATA (IC)	01/17/25	Submit to UW
February	SUBMIT MIDYEAR UPDATED 2024-25 RTS BUDGET	02/06/25	Submit to UW
March	WINTER GOLD® CHECKPOINT	03/07/25	Submit in TSG
	MIDYEAR DIRECTORS' REPORT	03/28/25	Submit to UW
	INTERVENTION PLAN: RESPONSE TO WINTER DATA	03/28/25	Submit to UW
April	GOLD® REPORT WITH WINTER DATA	04/04/25	Submit to UW
May	CLASSROOM CHECKLIST (ONE PER CLASSROOM)	05/06/25	Keep at site
June	SPRING CONSCIOUS DISCIPLINE RUBRICS	06/06/25	Submit to UW
	COACHING GUIDE (INCLUDING SPRING SECTION OF TEACHER YEARLY PROGRESS AND ACHIEVEMENT AND IC YEARLY REFLECTION)	06/06/25	Keep at site
	SPRING GOLD® CHECKPOINT	06/09/25	Submit in TSG



THE READ TO SUCCEED PARTNERSHIP MODEL

Read to Succeed success is defined by the partnerships between stakeholders. These partnerships together create the school family, through which everyone is poised for success in providing high-quality learning environments for children and families.

The Read to Succeed Site Administrator

Site administrators set the tone for the school family at a Read to Succeed site. Their intentional leadership supports an environment of safety and growth that cultivates healthy and mutually beneficial relationships between school family members. Site administrators include anyone at the site that supervises Read to Succeed classrooms and coaches (e.g. executive director, program director, etc.).

Partners with United Way of Greater Nashville to:

Provide and promote a safe environment supporting growth

Support Read to Succeed program implementation at the site

Report

Update site information

Collaborate

Partners with instructional coaches to:

Provide and promote a safe environment supporting growth

Provide individualized support determined by the instructional coach and administrator

Collaborate

Partners with teachers to:

Provide and promote a safe environment supporting growth

Provide individualized support determined by the teacher and administrator

Support Read to Succeed GOLD Policy

Collaborate

Partners with students and families to:

Provide and promote a safe environment supporting growth

Share resources supporting advocacy and developmentally appropriate practices

Facilitate the home-school connection

Collaborate

Administrative Responsibilities

- A. Maintain the Read to Succeed monthly budget, as outlined and submitted by United Way of Greater Nashville, of all related expenses. Use the portion of funding from United Way of Greater Nashville, as outlined in the Read to Succeed Budget, included in your contract specifically for Read to Succeed model implementation.
 - a. Directors submit updated budget quarterly to United Way of Greater Nashville.
 - b. Funds assigned to the Read to Succeed program are to be used specifically for the Read to Succeed classroom and its allowable instructional-related expenses.
 - c. Allowable expenses include materials that directly support student learning.
- B. Directors will update student, teacher and classroom information in Teaching Strategies GOLD as needed. Directors may collaborate with Instructional Coaches to ensure information is current.
 - a. GOLD enrollment forms are to be kept at site and organized appropriately. These forms serve as program permission slips.
 - b. Student demographic information is to be kept current in Teaching Strategies GOLD and should be consistently monitored for accuracy.
 - c. Teacher demographic, certification and education information should be monitored and updated for accuracy.

The Read to Succeed Instructional Coach

Instructional coaches are responsible for guiding the implementation of Read to Succeed with fidelity. Their reflective leadership encourages and supports an environment of growth and collaboration. The coach uses the coaching model to support yearly progress; however, it is exceptional relationship-building skills that drives the coach's success.

The Read to Succeed instructional coach ...

Partners with United Way of Greater Nashville to:	Partners with administrator to:
Provide and promote a safe environment supporting growth	Provide and promote a safe environment supporting growth
Support Read to Succeed program implementation at the site	Provide individualized support determined by the instructional coach and administrator
Report	Collaborate
Update site information	
Collaborate	

Partners with teachers to:	Partners with students and families to:
Provide and promote a safe environment supporting growth	Provide and promote a safe environment supporting growth
Provide individualized support determined by the teacher and administrator	Share resources supporting advocacy and developmentally appropriate practices
Support Read to Succeed GOLD Policy	Facilitate the home-school connection
Collaborate	Collaborate

The Read to Succeed Coaching Model

Read to Succeed defines coaching as learning demonstrated through ongoing practices; a process through which teachers’ continued growth and development is supported through intentional conversations, demonstrations and workshops. Integral to this process is the ability of the coach to support a shift in teacher practice impacting student outcomes. (Adapted from mshouser.com and the Oklahoma Instructional Coaching Institute. Last updated in 2017.)

The Read to Succeed Coaching Process

The Read to Succeed coaching process is designed to be flexible to the needs of individual sites, classrooms and teachers. There are four steps in the RTS coaching process. Depending on the coaching method used, some steps may be combined.

1. **Pre-conference:** Coach and teacher collaborate to decide the time, location and coaching method they will work on based on existing data (e.g. observations, student data, etc.). The pre-conference is an essential part of the coaching process and should always be included.
2. **Coaching Session:** The session varies in structure depending on the coaching method chosen by the teacher and coach. The four types of coaching methods are:
 - a. **Practice-based Coaching:** There are four types of practice-based coaching. Teacher and coach work together during the pre-conference to decide which type is best suited to current needs. Practice-based coaching requires a follow-up observation for each session to look at skill implementation and help the coach determine next steps.
 - i. **Demonstration:** Coach is the teacher and performs the skill the teacher is working to improve. Teacher observes and takes notes. Coach returns to watch teacher implement the skills they observed during the demonstration.
 - ii. **Observation:** Coach observes teacher and provides written feedback. Teacher implements improvements for the coach to observe during a second observation.

- iii. **Shadow:** Coach performs activity while teacher observes and takes notes. Teacher performs activity immediately after coach. Coach provides written feedback. Coach returns to observe teacher implement the skills.
 - iv. **Side-by-side:** Teacher and coach implement activity together. Teacher takes the lead and coach provides suggestions as needed. Coach and teacher debrief session and coach provides teacher with written feedback. Coach returns to observe implementation of feedback given.
- b. **Coaching Conversations:** Coach drafts an agenda with a list of topics of discussion. The reflection and post-conference happen during the meeting. Coach observes the teacher's practice following the conversations to observe and provides feedback.
 - c. **Independent Learning:** Coach provides learning resources after pre-conference needs are determined. Coach observes teacher's practice following the assignments to observe and provides feedback.
 - d. **Partnership Learning:** Teacher partners with coach or another teacher to observe another classroom. Teacher takes notes, discusses the experience with coach and develops an action plan. Coach observes teacher's practice and provides feedback.
- 3. **Reflection:** Coach and teacher discuss the coaching session and assess the benefits gained. This session should be led by the teacher, with the coach facilitating "a-ha" moments.
 - 4. **Post-conference:** An action plan is created by the coach and the teacher to which both are held accountable.

Read to Succeed requires documentation for all coaching sessions. Read to Succeed Instructional Coaches will utilize CHALK Coaching, a web-based coaching observation tool. Coaching observations should happen weekly for each coach, with all observation and meeting notes collected in the CHALK coaching tool.

The Read to Succeed Manager will review teacher progress and observations via CHALK frequently.



Read to Succeed Instructional Coach Expectations

Coaching is any interaction that provides resources for development of teacher effectiveness.

Read to Succeed instructional coaches provide continuous, differentiated coaching to Read to Succeed teachers. Coaching is intentionally delivered based on documented observations, action steps, and will be reflective of collected data.

The goal of coaching is to promote growth in a teacher’s professional practice. The amount and type of coaching should be determined by the individual needs of each teacher and/or teaching team. Read to Succeed coaching interactions may include:

- The Read to Succeed Coaching Process
- Individual meeting (including data discussions)
- Group meeting (including data discussions)
- Incidental modeling
- Teacher-initiated problem solving
- Resources of professional interest
- Peer shadowing and/or observing
- Other coaching models as appropriate

The goal of coaching is to promote growth; therefore, documentation of coaching should provide evidence of that growth. The amount and type of evidence should be determined by the type of coaching interactions being documented. Coaching documentation includes shared resources, observation notes, a detailed teacher plan with specific and actionable steps (Action Plan), etc.

Every week, an instructional coach will:

Check on previous week’s GOLD objectives.

Conduct weekly classroom observations, either formal or informal, and hold weekly teacher meetings.

Collect observation data in CHALK weekly, recording observation notes and developing relevant Action Plan for teachers.

Update GOLD information as needed.

Determine Conscious Discipline structure and skill updates as needed.

Support teachers in implementing Conscious Discipline structure for the month.

Provide small group instruction (direct or support) as needed and/or determined by coach, teacher, and/or site administrator.

Every month, an instructional coach will:

Attend instructional coach meeting or joint Read to Succeed meeting.
Assist site leadership in updating “Teacher Demographic Workbook” to submit to United Way.
Support directors (site administrators) in keeping accurate and up-to-date demographic data in Teaching Strategies GOLD.
Purchase items required for curriculum implementation.

Every quarter, an instructional coach will:

Attend required RTS and/or DHS training hours.
Conduct a parent workshop.
Conduct the Read to Succeed Classroom Checklist on all Read to Succeed classrooms.
Review GOLD “Classroom Profile Report”.

Every year, an instructional coach will:

Coordinate a minimum of five Lending Library reading incentives.
Conduct two Conscious Discipline Rubric Assessments (fall and spring).
Attend two conferences that support the professional development goals of the coach, including the annual Ignite! Conference.

Revised October 2024

The Read to Succeed Teacher

The Read to Succeed teacher is the driving force behind the success of Read to Succeed. The role requires a reflective, professional focus on intentionally building social-emotional, academic and advocacy skills for students and their families.

The Read to Succeed teacher ...

Partners with United Way of Greater Nashville, directors, instructional coaches and co-teachers to:	Partners with students to:
Participate in and support an environment that is safe and engaging	Plan developmentally appropriate practices to optimize student outcomes
Implement the Read to Succeed GOLD Policy	Support growth, inquiry and a safe and healthy environment
Use data to inform instruction and drive outcomes	Use the GOLD portfolio to monitor progress and modify instruction to meet individual needs
Communicate needs and advocate for students	Partners with families to:
Collaborate to optimize learning for all	Support the home-school connection
	Communicate needs and advocate for students
	Provide tools and resources to build parent advocacy



CURRICULA

A key component of Read to Succeed is a research-based, developmentally appropriate curriculum that supports optimal development and success of children. Read to Succeed partner sites are required to implement an academic and social-emotional curriculum that meets this standard.

All Read to Succeed centers agree to:

- A. Implement a United Way of Greater Nashville approved, research-based curriculum for all Read to Succeed classrooms.
 - a. Ensure that teachers are supported in the implementation of the curriculum in their individual classrooms through access to coaching, training and materials.
 - b. Ensure that books and learning materials are purchased and distributed to classrooms and made available for student use in a timely manner.
 - c. Instructional coaches work with the classroom teacher/s to develop ideas, skills and ensure effective implementation.
 - d. Instructional coaches support teachers in classroom when needed, through data responsive small group instruction, modeling effective teaching strategies aligned to selected curriculum, and planning effective action steps in coaching meetings (see Instructional Coach expectations [page number] for more information)

- B. Implement Conscious Discipline with fidelity in all Read to Succeed classrooms. Conscious Discipline is an evidence-based, trauma-informed approach to classroom management and social-emotional learning. Centers agree to:
 - a. Implement Conscious Discipline throughout the center and in all Read to Succeed classrooms.
 - i. Ensure teachers are supported in the implementation of the curriculum in their classrooms through access to coaching, training and materials.
 - ii. Ensure students' social-emotional growth is supported through their experiences in the classroom and throughout the center with administration and support staff.

Read to Succeed believes that curriculum should be delivered in the classroom in a way that meets the needs of all children while adhering to classroom standards and regulations. Read to Succeed encourages teachers to use the curriculum as a guide and tool for instruction as they focus on the learning goals for their students.



ASSESSMENTS

"We must not equate assessment to testing. Assessment is an ongoing process. It is indeed the way we do business—constantly monitoring student development and our educational activity." – Uche Ohia

Read to Succeed leverages key assessments to monitor student and teacher progress: Teaching Strategies GOLD®, the Conscious Discipline Rubric Progress Assessment and the Read to Succeed Classroom Checklist. Data collection focuses on student data, teacher progress and the classroom environment.

Teaching Strategies GOLD®

Teaching Strategies GOLD® is an authentic, ongoing observational system for assessing the whole child from birth to age eight. Read to Succeed has implemented Teaching Strategies GOLD® because it helps teachers observe children in the context of everyday experiences, an effective way to monitor progress. The Read to Succeed standard is for teachers to collect two pieces of documentation for research-based objectives and one piece of documentation for non-research based objectives per child per academic quarter (Fall, Winter, Spring). Centers may continue to assess students during Summer, if they choose. At the end of each school year, Read to Succeed partner sites commit to at least 85 percent of students at their site being in their developmentally appropriate color band for the areas of social-emotional skills, language development, cognitive development, physical development, math and literacy.

Read to Succeed Centers agree to:

- A. Administer Teaching Strategies GOLD® assessment in all Read to Succeed classrooms.
- B. Teachers, co-teachers, instructional coaches and program administrators will attend GOLD® trainings provided by United Way of Greater Nashville. Documentation will be uploaded by program deadlines (fall, winter and spring).

Conscious Discipline Rubric Progress Assessment

Read to Succeed uses the Conscious Discipline Rubric Progress Assessment to assess the implementation of Conscious Discipline in the partner sites. The rubric assesses the Seven Skills of Conscious Discipline and corresponding structures through observing the classroom environment as well

as teacher and student interaction. Read to Succeed administers this assessment twice a year to one infant or toddler classroom and one preschool or pre-K classroom at each Read to Succeed partner site.

All Read to Succeed classrooms agree to:

- A. Administer the Conscious Discipline Progress Rubric to all Read to Succeed infant, toddler, and pre-k classrooms (all RTS classrooms) twice annually (fall, spring).
- B. Commit to all Read to Succeed classrooms showing growth on the progress rubric, and/or have a plan for improvement.

Read to Succeed Classroom Checklist

The checklist is an observational assessment of the classroom environment that uses a list of standard expectations to serve as a guide of a model Read to Succeed classroom. The Read to Succeed Classroom Checklist should be monitored consistently. All centers are required to do a checklist observation three times per year (Fall, Winter, Spring) as noted in the Pre-K Reporting Calendar.



CLASSROOM ENVIRONMENT

“The best teachers are those who show you where to look but don’t tell you what to see”.

– Alexandra K. Trenfor

Read to Succeed focuses on holistic initiatives designed to provide preschool children with the skills and tools to be successful in kindergarten and beyond. Using research-based curricula and literacy-rich classroom environments, students are taught academic and social-emotional skills critical to success.

The following exit standards are a comprehensive framework to ensure that learning experiences are developmentally appropriate, engaging and address the needs of the whole child. Read to Succeed maintains, and at times exceeds, the national and statewide standards established for quality early learning environments. Working together from a common foundation will help to unify our goals for students, measure their growth and prepare them for success in kindergarten and beyond.

These standards are to be implemented in a high-quality early learning environment where center time and free play are at the core of the classrooms’ daily activities, and transitions are minimized to increase optimal learning.

EXIT STANDARDS

Exit Standards are currently under revision by the Exit Standards Committee. Use of the following standards can currently be utilized as a guide, if a center chooses.

Social-Emotional Domain

Social-emotional development is a major factor in academic success. Read to Succeed embraces the tenets of Conscious Discipline, a comprehensive classroom management and social-emotional program, to create learning environments where children know “I am safe” and “I am loved,” so “I am ready to learn.”

Self-Concept and Self-Control (Teaching Strategies GOLD® Objective 1)

- Child is aware of where their own body is in space and respects personal boundaries.
- Child shows awareness of areas of competence and describes self positively in relation to what they can do.
- Child shows reasonable opinions of their own abilities and limitations.
- Child follows classroom rules and routines with occasional reminders.
- Child takes care of and manages classroom materials.

- Child regulates their own behavior with occasional reminders or assistance from teachers.
- Child is aware of their own feelings most of the time.
- Child begins to understand the difference and connections between feelings and behaviors.
- Child can increase or decrease intensity of emotions more consistently; adult guidance may be necessary.

Positive Relationships (Teaching Strategies GOLD® Objectives 2, 3)

- Child demonstrates positive attachment to teachers.
- Child shows awareness of others' needs and extends empathy and caring.
- Child maintains friendships (2d).
- Child shows initiative in independent situations and persistence in attempting to solve problems.
- Child engages with trusted adults as a resource and to share mutual interests (2a).
- Child interacts cooperatively in groups (2c).

Physical Development and Health Domain

Basic motor skills develop in the early childhood years and form the foundation for movement and motor proficiency as children grow and develop. Children use their senses and bodies to explore their physical environment which builds neural pathways that support healthy brain development. Motor development greatly affects a child's cognitive development, self-discovery and the ability to communicate.

Gross Motor (Teaching Strategies GOLD® Objectives 4-6)

- Child accesses indoor and outdoor movement activities to build strength and stamina.
- Child engages with a variety of outside equipment to develop coordination and balance.
- Child demonstrates body and space awareness during interpersonal activities.

Fine Motor (Teaching Strategies GOLD® Objective 7)

- Child shows increasing control of tasks that require hand-eye coordination.
- Child shows increasing awareness and control of tools used for various learning activities.

Safety (Teaching Strategies GOLD® Objectives 1, 11, 12)

- Child demonstrates safety awareness when purposefully using materials.
- Child increasingly performs self-care skills independently when eating, dressing, toileting and washing hands.
- Child cares for their personal belongings and those of others.
- Child begins to understand that some foods have a more nutritious value than others.
- Child understands the importance of and participates in daily exercise and healthy behaviors.

Sense Skills

- Child discriminates between a variety of sights, smells, textures, sounds and tastes.
- Child demonstrates the use of different senses to understand the environment.
- Child learns to manage sensory input across a variety of environments.

Language Development Domain

Language development skills are essential in learning how to read, understanding words, using words accurately, learning the rules for putting words together meaningfully and grasping the appropriateness of what is being communicated.

Articulation (Speech Production) (Teaching Strategies GOLD® Objectives 8-10)

- Child can use language for different purposes.
- Child engages in conversations in appropriate ways.
- Child provides appropriate information for various situations.
- Child demonstrates knowledge of verbal conversational rules.
- Child demonstrates knowledge of nonverbal conversational rules.
- Child matches language to social contexts.
- Child's speech is understood by both the teacher and other adults.
- Child perceives differences between similar-sounding words.
- Child investigates and demonstrates a growing understanding of sounds and intonations of the English language.

Expressive (Teaching Strategies GOLD® Objectives 9, 10)

- Child uses a wide variety of words to label and describe people, places, things and actions.
- Child demonstrates an understanding of the terms used in the instructional language component of the classroom.
- Child demonstrates understanding in a variety of ways.
- Child uses and understands the meaning of 3,000-4,000 words.
- Child uses a large speaking vocabulary, adding several new words daily.
- Child uses category labels to illustrate their knowledge of how the words or objects relate to each other.
- Child participates in classroom use of a Venn diagram.

Receptive (Teaching Strategies GOLD® Objectives 8, 10)

- Child typically uses complete sentences of four or more words.
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and appropriate subject-verb agreement.
- Child uses sentences with more than one phrase.
- Child combines sentences that give lots of detail, sticks to the topic and clearly communicates intended meaning.
- Child engages in various forms of nonverbal communication with those who do not speak their home language.
- Child uses single words and simple phrases to communicate meaning in social situations.
- Child attempts to use new vocabulary and grammar in speech.
- Child combines more than one idea using complex sentences.

Listening and Comprehension (Teaching Strategies, GOLD® Objectives 8-10)

- Child demonstrates understanding by responding appropriately to questions when prompted.
- Child demonstrates understanding by following two-step oral directions and usually follows three-step directions.
- Child attentively listens to and understands stories, songs and poems.
- Child progresses in listening and understanding English while maintaining home language.

Cognitive Development Domain

Cognitive development is the construction of thought processes that begin in early childhood, including remembering, problem-solving and decision-making. Experiences in early childhood shape the way children make meaning of their lives.

Self-Control (Teaching Strategies GOLD® Objectives 11a-b)

- Child sustains attention to a self-selected or a routine task until complete.
- Child remains focused and engaged in group activities for age-appropriate amounts of time.

Social Competence (Teaching Strategies GOLD® Objectives 11c-e, 12, 14)

- Child communicates past events and anticipates what follows next during familiar routines and experiences.
- Child participates in complex play by assimilating to assigned roles.
- Child solves problems by planning and carrying out a sequence of activities.
- Child demonstrates the ability to solve everyday problems based upon past experiences.
- Child develops warm relationships with teachers.
- Child assumes various roles and responsibilities as part of a classroom community.
- Child shows competence in initiating social interactions.
- Child demonstrates empathy and caring for others.
- Child begins to have meaningful friendships.
- Child interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

Emergent Literacy Domain: Reading and Writing

Emergent literacy is a child's knowledge of reading and writing before they learn how to read and write. It is a strong predictor of school success. Phonological awareness, alphabet knowledge, oral language and concepts of print are four emergent literacy skills that strongly support pre-reading in young children. Learning to read is a complex process that requires language and literacy components.

Phonological Awareness (Teaching Strategies GOLD® Objective 15)

- Child combines words to make a compound word.
- Child separates a commonly spoken four-word sentence into individual words.
- Child deletes a word from a compound word.

- Child combines syllables into words.
- Child deletes a syllable from a word.
- Child can produce rhyming words.
- Child produces a word that begins with the same sound as a given word (alliteration).
- Child recognizes and blends real words with pictorial support.

Alphabet Knowledge (Teaching Strategies GOLD® Objective 16)

- Child recognizes at least 20 letter sounds.
- Child can identify at least 20 upper- and lower-case letters.
- Child can produce the correct sounds for at least 18 letters.

Comprehension of Text Read Aloud (Teaching Strategies GOLD® Objectives 17, 18)

- Child displays motivation to read.
- Child shows interest in books
- Child retells or reenacts a story after it has been read.
- Child uses information acquired from books to describe, relate, categorize, compare and contrast.
- Child asks and answers appropriate questions about the passage or story read.
- Child engages in reading-related activities.
- Child uses books and other written material to engage in pre-reading behaviors.
- Child seeks to understand print.

Motivation to Write (Teaching Strategies GOLD® Objective 19)

- Child intentionally uses scribbles or writing to convey meaning.
- Child independently writes their name each day.
- Child experiments with a variety of writing tools and materials.

Independently Conveys Meaning (Teaching Strategies GOLD® Objective 19)

- Child independently uses letters or symbols to make words or parts of words.
- Child closely approximates writing of first name and other pertinent data.
- Child independently writes letters on request.
- Child engages in journal writing activities weekly.
- Child begins to dictate ideas, sentences and stories.

Concepts of Print (Teaching Strategies GOLD® Objectives 17, 19)

- Child explores and investigates books and other forms of print.
- Child shows an increasing awareness of how books are organized and used.

Early Mathematics Domain

Mathematical competencies are a major determining factor in future literacy success for young children. Long before entering school, children spontaneously explore and use mathematical concepts in play and during daily activities.

Counting (Teaching Strategies GOLD® Objective 20)

- Child verbally counts from one to 20.
- Child counts 10 to 20 objects to find out how many and can identify that the last number counted states how many items in all.
- Child makes sets of six to 10 objects and describes the parts to identify which part has more, less or the same (equal).
- Child identifies numerals 0 to 10 and connects each to counted objects to demonstrate awareness of one-to-one relationships.
- Child verbally identifies, without counting, the number of objects from one to five (Subitizing: the ability to “see” a small number of objects without counting).

Geometry and Spatial (Teaching Strategies GOLD® Objective 21)

- Child describes two- and three-dimensional shapes.
- Child uses and responds appropriately to positional words indicating location, direction and distance.
- Child recognizes basic shapes when they are presented in a new orientation.

Measurement (Teaching Strategies GOLD® Objective 22)

- Child uses own words to compare and measure
- Child understands measurement words relating to size, weight, height, length, etc.

Classification and Patterns (Teaching Strategies GOLD® Objectives 13, 23)

- Child recognizes, creates and extends simple repeating patterns.
- Child sorts objects that are the same or different into groups and uses language to describe their qualities.
- Child collects and organizes data.

Science and Technology Domains

Science education in early childhood helps children to develop critical thinking skills that will serve them throughout life, including how to ask questions, define problems, plan and carry out investigations, analyze and interpret data, construct explanations, design solutions, engage in arguments from evidence and communicate information.

Tools: Technology is all around us; it affords us enjoyable and engaging shared experiences that optimize the potential for children’s learning and development, supporting adult-to-child and peer-to-peer relationships (NAEYC, 2012). As children use tools to complete tasks, they are challenged to explore and discover in new and exciting ways.

Digital and Interactive Media: Read to Succeed encourages sites to select, use, integrate and evaluate technology and interactive media tools in intentional and developmentally appropriate ways, giving careful attention to the appropriateness and quality of the content, the child’s experience and the opportunities for co-engagement. According to NAEYC, technology for children under two years old is to be used to strengthen adult-child relationships and as a source of exploration and mastery for children ages two to five years old. Technology and media do not replace activities such as creative play, real-life exploration, physical activity, outdoor experiences, conversation and social interactions. Instead, they support the learning goals established for individual children (NAEYC, 2012). Non-interactive technology tools and media should not be included for appropriate and effective use unless they are used to promote active engagement.

Engineering Science (Teaching Strategies GOLD® Objectives 24, 28)

- Child draws and explains pictures that represent physical structures.
- Child can design and follow visual plans to construct a structure.
- Child can ask why and how questions to find out how things work/happen.
- Child can use simple tools to construct solutions to problems.
- Child can use common objects in novel ways to enhance child-directed play.

Life Science (Teaching Strategies GOLD® Objective 25)

- Child investigates and describes how plants and animals, including people, grow and change over time.
- Child explores and explains how animals, including people, use their senses to gather information.
- Child investigates and discusses how animals, including people, meet their needs for shelter according to their needs and their environment.

Physical Science (Teaching Strategies GOLD® Objective 26)

- Child describes, observes and investigates common objects by their physical properties and states of matter (liquids and solids).
- Child investigates and uses evidence to discuss positions and motions of objects.
- Child explores and demonstrates the relationship between shadows, the objects that make them and the light source.

Earth and Space Science (Teaching Strategies GOLD® Objective 27)

- Child observes and records daily weather and can describe weather patterns over time (e.g. In winter, it is cold.).
- Child observes and describes objects in the sky (e.g. sun, moon, stars, clouds) and explains how the objects affect the Earth (e.g. light from the sun makes the plants grow.).
- Child explores, compares and discusses the properties of Earth materials including water, soil, rocks and sand (i.e. Plants grow better in soil; rocks can be used to build; water flows downhill.).
- Child discusses the importance of caring for the Earth and can explain some ways to do so.

Technology (Teaching Strategies GOLD® Objective 28)

- Child explores using several technology tools in the classroom
- Child explores digital art.
- Child demonstrates the ability to navigate digital technology (phone, computers, tablets, etc.).
- Child knows the definition of technology and the impact it has on people.

Social Studies Domain

An effective social studies program equips children with the knowledge and understanding of the past, present and future, enabling them to understand and participate in their world (NCSS, 1998). Read to Succeed embraces diversity and, through Conscious Discipline, instills the value of community.

People, Past and Present (Teaching Strategies GOLD® Objectives 29-31)

- Child identifies similarities and differences in the characteristics of people.
- Child identifies similarities and differences in the characteristics of families.
- Child organizes life around events, time and routines.
- Child has a broad understanding of the impact a political system plays in the lives of people.

Economic Skills

- Child demonstrates that all people need food, clothing and shelter.
- Child develops a beginning awareness that goods and services are acquired through an economic system.
- Child discusses the roles and responsibilities of community workers.
- Child has a broad understanding of the impact an economic system plays in the lives of people.

Citizenship

- Child identifies the flag of the United States.
- Child engages in voting as a method of group decision-making.
- Child identifies similarities between themselves and others.
- Child has a broad understanding of globalization and their impact on the country and world.

Geography (Teaching Strategies GOLD® Objective 32)

- Child understands the concepts of how people can move from place to place (globes and maps).
- Child identifies common geographical features (mountains, hills, deserts, lakes, etc.).
- Child demonstrates an understanding of and appreciation for their physical environment.

Fine Arts Domain

Art plays a role in social-emotional, cognitive and motor development (ECN, 2007). Children discover their uniqueness through art. They develop an appreciation for people and cultures and the confidence to express their thoughts and feelings.

Art (Teaching Strategies GOLD® Objectives 28, 33)

- Child independently plans and completes artistic creations with a variety of artistic materials such as drawings, paintings and collages.
- Child creates artistic works through an open-ended process that reflect thoughts, feelings, experiences or knowledge.
- Child demonstrates interest in, shows appreciation for and discusses own artistic creations and the creative work of others.
- Child communicates what they see and how it makes them feel.
- Child is comfortable exploring artistic creations using technology (digital art).

Music (Teaching Strategies GOLD® Objectives 34, 35)

- Child participates in classroom music activities.
- Child responds to different musical styles through movement and play.
- Child uses objects to make different sounds.

Dramatic Expression (Teaching Strategies GOLD® Objective 36)

- Child creates or recreates stories, moods or expressions through dramatic representations.
- Child communicates a message through action or dialogue.

English Language Acquisition Domain

Read to Succeed gives teachers the tools to support students who are acquiring the English language by welcoming families and providing a safe and loving environment for successful school readiness.

English Language (Teaching Strategies GOLD® Objectives 37, 38)

- Child understands increasingly complex English phrases used by adults and children.
- Child uses increasingly complex grammar in English with some mistakes.
- Child recognizes 15 letters.
- Child recognizes the first 10 numerals and connects them to its count.
- Child meets all standards not directly related to language acquisition in all other domains.



PROFESSIONAL DEVELOPMENT

One of the best ways to provide high-quality learning environments for children and families is to ensure that teachers are continuing their growth. Read to Succeed defines effective professional development as learning that yields a change in adult practice leading to an improvement in student learning outcomes. To maximize effectiveness, Read to Succeed ensures that all professional development uses best practices in adult learning, including:

- Being content focused
- Incorporating active learning
- Supporting collaboration
- Using models of effective practice
- Providing coaching and expert support
- Offering feedback and reflection
- Focusing on change over time

Read to Succeed provides professional development that meets the individual needs of all professionals, including:

- Structured learning sessions offered by United Way of Greater Nashville or community partners
 - Teachers at Tier 3 sites are required to attend at least six hours of United Way of Greater Nashville-hosted professional development per year (two hours per quarter) in addition to DHS required training hours.
- Professional Learning Communities hosted by United Way of Greater Nashville or community partners (optional for all partners)
- Participation in local and national conferences, including the Ignite! Early Childhood Education Conference, formerly Read to Succeed Early Childhood Conference (required for all RTS staff)
- Site-based instructional coaching sessions (frequency and type determined by coach, teacher and administrator)



FAMILY ENGAGEMENTS AND LIBRARIES

Recognizing parents as the child’s first teacher, Read to Succeed firmly believes in nurturing the partnership between home and school. Read to Succeed supports partner sites in providing activities, events and workshops to give families the tools to continue supporting their child’s success at home.

Intentional Connections

Read to Succeed partners bring families into the school family by connecting with them through a variety of ways. Read to Succeed expects site leadership to engage families by providing information on how to best support them and their children, which may be reflective of cultural values. This information may include the best time of day for family events, the best form of communication and what topics are of most interest to families. Read to Succeed partner sites are required to engage families through:

- **Clear, consistent communication**
- **Family events that educate families on how to support and advocate for their children’s success, including:**
 - Conscious Discipline parent education curriculum sessions
 - Support and education around transitioning to kindergarten: At least 85 percent of families are required to build a kindergarten transition plan. This plan will be unique for each child and family, but may include:
 - Information on available schools and/or where and how they will enroll their child in kindergarten
 - Continued growth for the child over the summer
 - If the child has special needs, how the parents will engage the child’s school to meet these needs
 - How parents can advocate for their child as they move into the K-12 system
- **Robust Lending Libraries open to all families to check out books to take home, including:**
 - Quarterly reading incentives to encourage the use of the Lending Library
- **Daily connecting activities such as:**
 - Greeting and goodbye rituals at the school and classroom level
 - A safekeeper ritual at the school and classroom level
 - Celebration and “We Care” centers at the school and classroom level



THE ONBOARDING PROCESS

Directors

All sessions are to be conducted by the Read to Succeed manager.

Session 1: Introduction and General Information (2 hours)

- Overview of United Way of Greater Nashville, including:
 - Tour of United Way of Greater Nashville
 - Information on United Way of Greater Nashville initiatives that can support teachers and families (Financial Empowerment Center, Volunteer Income Tax Assistance, etc.)
 - United Way of Greater Nashville education team structure
- Overview of Read to Succeed
 - Mission, vision and brief history
 - Overview of partner sites and the Tier Model of Support
 - Overview of the program non-negotiables
 - What is an instructional coach?
 - Discussion of classroom standards
 - Overview of calendar and professional development requirements
 - Connect director with other director for professional conversations and sharing of ideas
 - Schedule site visits
 - Supporting documents: Read to Succeed Handbook (online link), Contact Sheet, Site Map, Calendar, Classroom Standards, Classroom Checklist

Session 2: The Role of the Read to Succeed Administrator and Instructional Coach (1 hour)

- Coaching model and practices
- Curricula and assessment overview
- Site budget
- Lending Libraries
- Family engagement: Six per year to include a combination of literacy, Conscious Discipline and social-emotional curriculum
 - Conscious Discipline parent curriculum/social-emotional curriculum
 - Library incentives
 - Strategies to increase engagement
- Supporting documents: Pre-K Instructional Coach Calendar, Curriculum and Teaching Strategies GOLD® Implementation Schedule, Sample Read to Succeed Site Budget, Sample Coaching Forms

Session 3: Introduction to RTS Curriculum Requirements (2 hours)

- Q&A about center selected curriculum and implementation
- Overview of effective lesson planning
- Overview of effective teaching strategies to promote academic growth
- 30-day follow-up
- Supporting documents: Read to Succeed Curriculum and Teaching Strategies GOLD®, Implementation Calendar, Effective Lesson Preparation Strategies

Session 4: Introduction to Conscious Discipline (2 hours)

- Overview of social-emotional learning and its importance in the classroom
- Overview of Conscious Discipline
 - “Discipline yourself first and your children second.” – Dr. Bailey
 - 7 Skills/Brain States Conscious Discipline
 - School family classroom tools
 - Video: Gang Leader to Graduate: A Conscious Discipline Transformation
- Q&A session
- 30-day follow-up
- Supporting documents: Conscious Discipline vs. Traditional Discipline, 10 Principles of Positive Discipline, Conscious Discipline Connection Handout, Conscious Discipline Coaching Sample

Session 5: Read to Succeed Assessment Training (2.5 hours)

- Discussion of the purpose of assessment in the Read to Succeed classroom
- Overview of assessment schedule on Read to Succeed Calendar
- Classroom assessment: Discussion of the Read to Succeed Classroom Checklist
- Student assessment
 - Teaching Strategies GOLD® Training:
 - Discussion of assessment in the Read to Succeed classroom and GOLD® in instruction
 - Overview of GOLD® supports/resources and GOLD® Guide
 - Classroom observation/online video observation
 - Overview of GOLD® data reporting to United Way of Greater Nashville
- 30-day follow-up
- Supporting documents: Read to Succeed Calendar, Classroom Checklist Observation, Teaching Strategies GOLD®, Objectives for Development and Learning

Instructional Coaches

All sessions are to be conducted by the Read to Succeed manager.

Session 1: Introduction and General Information (2 hours)

- Overview of United Way of Greater Nashville, including:
 - Tour of United Way of Greater Nashville
 - Information on United Way of Greater Nashville initiatives that can support teachers and families
 - United Way of Greater Nashville education team structure
- Overview of Read to Succeed
 - Mission, vision and brief history
 - Overview of partner sites and the Tier Model of Support
 - Overview of the program non-negotiables: What is an instructional coach?
 - Discussion of classroom standards
 - Overview of calendar and professional development requirements
 - Connect instructional coaches for professional conversations and sharing of ideas
 - Schedule site visits
 - Supporting documents: Read to Succeed Handbook (online link), Contact Sheet, Site Map, Calendar, Classroom Standards, Classroom Checklist

Session 2: The Role of the Read to Succeed Instructional Coach (2 hours)

- Coaching model and practices
- Curriculum and assessment overview
- Site budget
- Lending Libraries
- Family engagement: Six per year to include a combination of literacy, Conscious Discipline and social-emotional curriculum
 - Conscious Discipline Parent Curriculum/social-emotional curriculum
 - Library incentives
 - Strategies to increase engagement
 - CHALK Coaching Tool
- Supporting documents: Pre-K Instructional Coach Calendar, Curriculum and GOLD® Implementation Schedule, Sample Read to Succeed Site Budget

Session 3: Curriculum Q&A (2 hours)

- Q&A about center selected curriculum and implementation
- Overview of effective lesson planning
- Overview of effective teaching strategies to promote academic growth
- Using curriculum in the classroom: Week at a glance; learning and developmental domains; learning outcomes; practice centers
- Case study (using best practices)
 - Read to Succeed manager creates a scenario from the classroom environment
 - Instructional coach offers a solution
 - Read to Succeed manager gives reflective feedback using the SCARF model
- Lesson planning examples
- 30-day follow-up
- Supporting documents: Read to Succeed Curriculum and GOLD® Implementation Calendar, Effective Lesson Preparation Strategies, CHALK Coaching Book

Session 4: Introduction to Conscious Discipline (2 hours)

- Overview of social-emotional learning and its importance in the classroom
- Overview of Conscious Discipline
 - “Discipline yourself first and your children second.” – Dr. Bailey
 - Seven skills/brain states of Conscious Discipline
 - School family classroom tools
 - Video: Gang Leader to Graduate: A Conscious Discipline Transformation
- Q&A session
- 30-day follow-up
- Supporting documents: Conscious Discipline vs. Traditional Discipline, 10 Principles of Positive Discipline, Conscious Discipline Connection Handout, Conscious Discipline Coaching Sample

Session 5: Read to Succeed Assessment Training (2.5 hours)

- Discussion of the purpose of assessment in the Read to Succeed classroom
- Overview of assessment schedule on Read to Succeed Calendar
- Classroom assessment: Discussion of the Read to Succeed Classroom Checklist
- Student assessment
 - Teaching Strategies GOLD® Training:
 - Discussion of the purpose of assessment in the Read to Succeed classroom and the role of GOLD® in instruction
 - Overview of GOLD® supports/resources and GOLD® Guide
 - Classroom observation/online video observation
 - Overview of GOLD® data reporting to United Way of Greater Nashville

- 30-day follow-up
- Supporting documents: Read to Succeed Calendar, Classroom Checklist Observation, Teaching Strategies GOLD®, Objectives for Development and Learning, GOLD® Report Example, Action Plan Example

Teachers

All sessions are to be conducted by the teacher’s instructional coach for preschool and pre-K or by the teacher’s direct support/supervisor for infant and toddler.

Session 1: Introduction and General Information (1 hour)

- Overview of United Way of Greater Nashville including:
 - Information on United Way of Greater Nashville initiatives that can support teachers and families
 - United Way of Greater Nashville education team structure
- Overview of Read to Succeed
 - Mission, vision and brief history
 - Overview of what an instructional coach is and what support will be provided (preschool and pre-K only)
 - Read to Succeed documents
 - Discussion of classroom standards
 - Connect teacher via email with teacher from a different site for professional conversations and sharing of ideas
 - Supporting documents: Read to Succeed Handbook (online link), Calendar, Curriculum and GOLD® Implementation Schedule, Classroom Standards, Classroom Checklist

Session 2: Introduction to Center Curriculum (2 hours)

- Overview of research-based, approved curriculum and components.
- Overview of components
- Using curriculum in the classroom: Week at a glance; learning and developmental domains; learning outcomes; practice centers
- Case study (using best practices)
 - Coach creates a scenario from the classroom environment. Teacher offers a solution. Coach gives reflective feedback using the SCARF model.
- Lesson planning practice: Teacher writes out a lesson from the curriculum and incorporates Teaching Strategies GOLD® in the lesson plan.
- Q&A session
- 30-day follow-up using Read to Succeed Checklist
- Supporting documents as determined by Instructional Coach and/or Administrator.

Session 3: Introduction to Conscious Discipline (1 hour)

- Overview of social-emotional learning and its importance in the classroom
- Overview of Conscious Discipline
 - “Discipline yourself first and your children second.” – Dr. Bailey
 - Seven skills/brain states of Conscious Discipline
 - School family classroom tools
 - Conscious Discipline video: Gang Leader to Graduate: A Conscious Discipline Transformation
- Q&A session
- 30-day follow-up

Session 4: Read to Succeed Assessment Training (preschool and pre-K only, 2.5 hours)

- Discussion of the purpose of assessment in the Read to Succeed classroom
- Classroom assessment
 - Discussion of the Read to Succeed Classroom Checklist
 - Coaching Form: Provide form to teacher, discuss coaching steps
- Student assessment
 - Teaching Strategies GOLD® Training:
 - Discussion of the purpose of assessment in the Read to Succeed classroom and the role of GOLD® in instruction
 - Overview of GOLD® supports/resources and GOLD® Guide
 - Classroom observation/online video observation
 - Overview of GOLD® data reporting to United Way of Greater Nashville
 - 30-day follow-up
- Supporting documents: Teaching Strategies GOLD®, Objectives for Development and Learning, GOLD® Preparation Tip Sheet, GOLD® Objectives by Age, GOLD® Objectives Breakdown, GOLD® Data Collection Plan, GOLD® Checkpoint Process

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See RTS Resource Guide for more program documents.



**Read to Succeed
Contact Information**

Eighteenth Avenue Family Enrichment Center

<p align="center">1811 Osage Street Nashville, TN 37208 615.320.1131 - Office</p> <p align="center">Executive Director: Roxanne McEwen and Abby Jo Champion (Interim)</p> <p align="center">Program Director: Roxanne McEwen infoeafec@gmail.com</p>	<p align="center">Instructional Coach: Abby Jo Champion 615.320.1131 - Office 615.964.0756 - Cell iceafec@gmail.com # RTS classrooms: 2</p>
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Fannie Battle Day Home for Children

<p align="center">108 Chapel Ave Nashville, TN 37206 615.228.6745 - Office</p> <p align="center">Executive Director: Kristie Ryan kryan@fanniebattle.org</p> <p align="center">Program Director: Stacie Spasoff sspasoff@fanniebattle.org</p>	<p align="center">Instructional Coach: Tara Holt 615.228.6745 ex:104 - Office 615.568.4780 - Cell lholt@fanniebattle.org # RTS classrooms: 2</p>
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First Steps, Inc.

<p align="center">1900 Graybar Lane Nashville, TN 37215 615.298.5619</p> <p align="center">Executive Director: Heather Higgins hhiggins@firststepsnashville.org</p> <p align="center">Center Director: Tabitha Hadlow 615.964.5143 - Office thadlow@firststepsnashville.org</p>	<p align="center">Assistant Director: Mandy Vicente 615.298.5619 ext. 246 - Office mvicente@firststepsnashville.org</p> <p align="center">Instructional Coach: Morgan McCranie 615.298.5619 ext. 248 - Office 601.660.2272 - Cell mmccranie@firststepsnashville.org # RTS classrooms: 3</p>
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**Read to Succeed
Contact Information**

King’s Daughters Child Development Center

590 North Dupont Street
Madison, TN 37115
615.865.5164 - Office

Executive Director: Rho Trumbo
rhonda@kdchild.org

Program Director:
Lee Earls
lee@kdchild.org

Instructional Coach: Amy Fryer
615.865.5164 - Office
615.830.4454 - Cell
amy@kdchild.org
RTS classrooms: 4

McNeilly Center for Children

100 Meridian Street
Nashville, TN 37207
615.255.2549- Office

Executive Director: Natalie Jackson
natalie.jackson@mcneillycenter.org

Program Director: Jacklin Malone
jacklin.malone@mcneillycenter.org

Program Director: Nancy McClellan
nancy.mcclellan@mcneillycenter.org

Instructional Coach: Annie Paraison
annie.paraison@mcneillycenter.org
RTS classrooms: 3

Instructional Coach: TBD

St. Luke’s Community House

5601 New York Avenue
Nashville, TN 37209
615.350.7893 - Office

CEO: Amy Shurden
amy.shurden@stlch.org

Chief Programs Officer: Katrina Henderson
615.350.6941- Office
katrina.henderson@stlch.org

Child Development Director: Samuel Murray
615.350-7040 - Office
samuel.murray@stlch.org

Assistant Director: Marianne Tran
marianne.tran@stlch.org
615.350.1141- Office

Instructional Coach: Michelle Sandelin
615.350.1144
313.909.6413- Cell
michelle.sandelin@stlch.org
RTS classrooms: 3



**Read to Succeed
Contact Information**

St. Mary Villa Child Development Center at St. Vincent de Paul

<p>1704 Heiman Street Nashville, TN 37208 629.203.8703 - Office</p> <p>Executive Director: Alyssa Garnett agarnett@stmaryvilla.org</p> <p>Assistant Director: Camari Lightfoot clightfoot@stmaryvilla.org</p>	<p>Instructional Coach: TBD</p> <p># RTS classrooms: 4</p>
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Wayne Reed Christian Childcare Center

<p>11 Lindsley Avenue Nashville, TN 37210 615.244.9311 - Office</p> <p>Executive Director: Kenetha Boyd kenetha.boyd@waynereedchildcare.org</p>	<p>Instructional Coach: Diamond Dortch diamond.dortch@waynereedchildcare.org</p> <p># RTS classrooms: 3</p>
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15th Avenue Learning Academy North at The Bethlehem Center
Emerging Read to Succeed Site

<p>1417 Charlotte Ave Nashville, TN 37203 615.647.7174- Office</p> <p>CEO: Steve Fleming sfleming@bethlehemcenters.org 615.329.3386 ex 230 - Office</p> <p>Executive Director: Penny Payne learningacademy15thaven@yahoo.com</p>	<p>Instructional Coach: Emma Berry berryemma414@gmail.com 423-802-0389- Cell</p> <p>#RTS classrooms: 6</p>
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Schrader Lane at Vine Hill
Emerging Read to Succeed Site

<p>603 Benton Avenue Nashville, TN 37204 615.917.9463- Office</p> <p>Executive Director: Monique Hodison hodison.ic@gmail.com</p>	<p>Instructional Coach: LaTrece Terry trece615@gmail.com 615-385-0089 - Office 615-977-7748 - Cell</p> <p>#RTS classrooms: 3</p>
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Read to Succeed Contact Information

Community Child Care Center Emerging Read to Succeed Site

129 W Fowlkes St
Suite 1270
Franklin, TN 37064
615.794.8986 - Office

Executive Director: Tara Blue
tblue.ccc@outlook.com

Instructional Coach: Jen Grow
jgrow.ccc@outlook.com

United Way of Greater Nashville

250 Venture Circle
Nashville, TN 37228

Director, Education: Brandon White
brandon.white@unitedwaygn.org
615.791.3007 - Office

Senior Manager, Early Learning and Training: Elandriel Lewis
elandriel.lewis@unitedwaygn.org
615.780.2446 - Office

Manager, Read to Succeed: Meggie Duke
meggie.duke@unitedwaygn.org
615.780.2439 - Office

Administrative Assistant: Renee Henderson
renee.henderson@unitedwaygn.org
615.780.2472

RTS Curriculum Implementation Schedule 2024-2025

WEEK	FROG STREET THREES THEME	FROG STREET PRE-K THEME	GOLD	
Aug. 5-9	1. Awesome Me	1. My School and Me	Week 1	
Aug. 12-16			Physical Me	Week 2
Aug. 19-23			Social Me	Week 3
Aug. 26-30	2. My Family and Friends	2. My Family and Friends	Week 4	
Sept. 2-6			Curious Me	Week 5
Sept. 9-13			Immediate Family	Week 6
Sept. 16-20	3. Color, Shape, and Size	3. Giants	Week 7	
Sept. 23-27			Pets	Week 8
Sept. 30-Oct. 4			My Community	Week 9
Oct. 7-11	4. Safe and Healthy Me	4. Choices	Week 10	
Oct. 14-18			Color	Week 11
Oct. 21-25			Fall Break	Documentation Upload Ends
Oct. 28 - Nov. 1	5. Favorite Tales and Rhymes	5. Stories and Rhymes	Week 1	
Nov. 4-8			Multiple Attributes	Checkpoint Week
Nov. 11-15			Safe Me	Week 2
Nov. 18-22	5. Stories and Rhymes	5. Stories and Rhymes	Week 3	
Nov. 25-29			Healthy Me	Thanksgiving*
Dec. 2-6			Eating Well	Week 4
Dec. 9-13	5. Stories and Rhymes	5. Stories and Rhymes	Week 5	
Dec. 16-20			Thanksgiving	Week 6
Dec. 23-27			Active Me	Week 7
Dec. 30 - Jan. 3	5. Stories and Rhymes	5. Stories and Rhymes	Week 8	
Jan. 6-10			Hen Tales	Week 9
Jan. 13-17			Mouse Tales	Week 10
	5. Stories and Rhymes	5. Stories and Rhymes	Week 11	
			Winter Break*	Week 12
			Tales of Three	Week 13
	5. Stories and Rhymes	5. Stories and Rhymes	Week 14	
			"Jack" Rhymes	Week 15
				Week 16

RTS Curriculum Implementation Schedule 2024-2025

WEEK	FROG STREET THREES THEME	FROG STREET PRE-K THEME	GOLD
Jan. 20-24	Things Kids Do	Construction Terms	Week 8
Jan. 27 - 31	Recycled Treasures	Tools and Machines	Week 9
Feb. 3 - 7	Experimenting	I Can Build	Week 10
Feb. 10-14	Designing and Building	I Can Create	Week 11
Feb. 17-21	Places Kids Go	Move	Documentation Upload Ends
Feb. 24 - 28	Wheels	Travel	Checkpoint Week
Mar. 3 - 7	Wings	Transportation	Week 1
Mar. 10-14	Spring Break*	Spring Break*	Spring Break*
Mar. 17-21	Water	Mysterious Movers	Week 2
Mar. 24-28	Crawling Critters	Farm Animals	Week 3
Mar. 31 - Apr. 4	Flying Critters	Zoo Animals	Week 4
Apr. 7 - 11	Hopping Critters	Bugs	Week 5
Apr. 14 - 18	Scaly and Slithering Critters	More Bugs	Week 6
Apr. 21 - 25	Zoo Animals	Changes In and Around Me	Week 7
Apr. 28 - May 2	Farm Animals	Earth Changes	Week 8
May 5 - 9	Ocean Animals	Nurturing Earth	Week 9
May 12-16	Circus Animals	Before Now	Week 10
May 19-23		Summer Fun*	Week 11
May 26 - 30		Summer Fun*	Documentation Upload Ends
June 2 - 6		Summer Fun*	Checkpoint Week

*MNPS holiday weeks; No specified curriculum unit/theme. Teacher-directed theme.



2024-2025 RTS Pre-K Reporting Calendar

Month	Due Date	Item	Destination
July	7/8/24	GOLD Report with Spring data	Submit to UW
	7/8/24	Final 2023 - 2024 RTS budget	Submit to UW
August	8/2/24	2023 – 2024 Family Engagement Final	Submit to UW
	Ongoing	Schedule and keep track of teachers for ongoing RTS PD for current year (2 hours/quarter, 6 hours/year)	Keep at Site
	Ongoing	Finalize PD Records for teachers from 2023-24	Keep at site
	8/13/24	Submit proposed 2024 - 2025 RTS budget	Submit to UW
September	9/6/24	Classroom Checklist (1 per room)	Keep at site
	9/6/24	2024 – 2025 Family Engagement Plan Due	Submit to UW
October	10/4/24	Fall Conscious Discipline Rubrics Due	Submit to UW
	Ongoing	Schedule and keep track of teachers for ongoing RTS PD for current year (2 hours/quarter, 6 hours/year)	Keep at site
November	11/8/24	Fall GOLD Checkpoint	Submit in TSG
December	12/6/24	GOLD Report with Fall data	Submit to UW
	12/6/24	Classroom Checklist (1 per classroom)	Keep at site
	Ongoing	Schedule teachers for ongoing RTS PD for current year (2 hours/quarter, 6 hours/year)	Keep at site
January	1/17/25	Intervention Plan Due: response to Fall data (Instructional Coach)	Submit to UW
February	2/6/25	Submit midyear updated 2024-2025 RTS budget	Submit to UW
March	3/7/25	Winter GOLD Checkpoint	Submit to TSG
	3/28/25	Midyear reports due (Directors)	Submit to UW
	3/28/25	Intervention Plan due: response to Winter data (Instructional Coach)	Submit to UW
April	4/4/25	GOLD Report with Winter data	Submit to UW
May	5/6/25	Classroom Checklist (1 per room)	Keep at site
June	6/6/25	Spring Conscious Discipline Rubrics Due	Submit to UW
	6/6/25	Coaching Guide (including Spring section of Teacher Yearly Progress and Achievement and IC Yearly Reflection)	Keep at site
	6/9/25	Spring GOLD Checkpoint	Submit in TSG



Data Collection Plan

Teachers print your documentation status report bi-weekly to stay up to date on all students for which you have collected evidence. Coaches do a weekly check to ensure listed documentation for the week is in the system and address concern(s) in a supportive and effective manner.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	13, 24	25	31	23, 33	36
Weeks 2 and 8	29, 30	34, 35	26, 27	32	20b
Weeks 3 and 9	1a, 2c	8a, 9b	1c, 3a	3b, 11c	4, 5, 6
Weeks 4 and 10	7 a & b, 28	1b, 2a	8b, 12b	2b, 14b	9a, 11d
Weeks 5 and 11	11e, 14a	9c, 12a	2d, 10b	9d, 10a	11 a & b
Weeks 6 and 12	15 a & b	15c, 16b	15d, 16a	17 a & b, 18b	19 a & b
Weeks 7	18 a & c	20 a & c	20e, 22c	21 a & b	22 a & b
*4-year-old: all 3-year-old: everything except green ones 2-year-old: everything except green & yellow ones					

WEEK 13 IS THE WEEK TO FINALIZE CHECKPOINTS

RELATED OBJECTIVES

1a, 2c, 8a, 9b	2b, 2d, 14b, 31	11a, 11b, 34, 35	18a, 18c, 26, 27, 32
1c, 3a, 3b, 11c	9a, 11d, 11e, 14a, 36	15a, 15b, 15c, 16b	20a, 20b, 20c, 20e
4, 5, 6, 7a, 7b, 33	9c, 12a, 29, 30	15d, 16a 19a, 19b	21a, 21b, 22a, 22b, 22c
1b, 2a, 8b, 12b	9d, 10a, 10b, 25	17a, 17b, 18b, 23, 24	

DATES TO REMEMBER:

FALL PERIOD: August 6th- Nov. 1st, 2024 with checkpoint deadline on **November 8th, 2024**

WINTER PERIOD: November 11th to February 28th, 2025 with checkpoint deadline on **March 7th, 2025**

SPRING PERIOD: March 10th to May 30th, 2024 with checkpoint deadline on **June 9th, 2025**



UNITED WAY READ TO SUCCEED CALENDAR JULY 2024-JUNE 2025



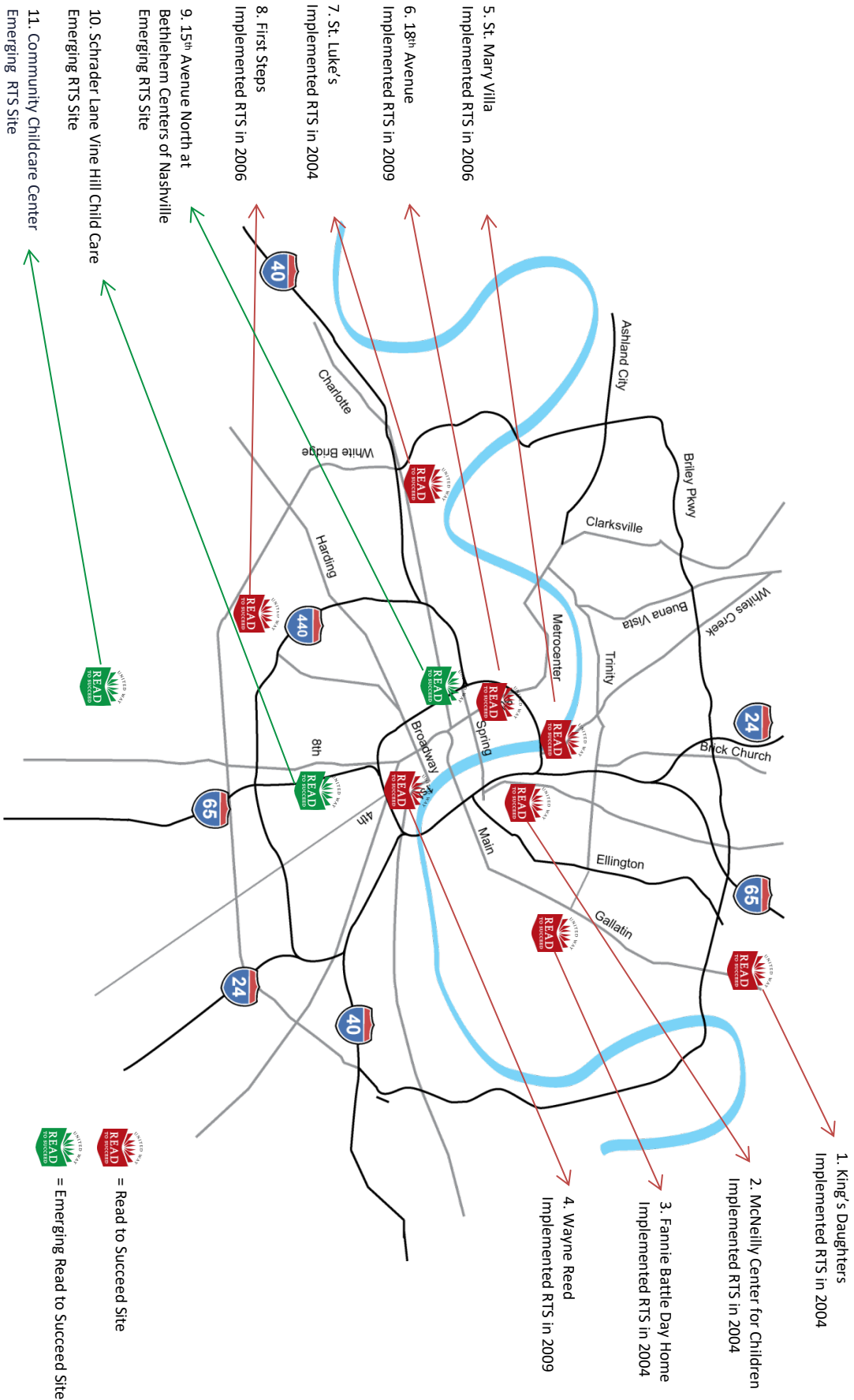
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GOLD	IC MEETING	ITEMS DUE TO UWGN	MNPS NOT IN SESSION	RTS JOINT MEETING	DIRECTORS' MEETING

7/8	ITEMS DUE TO UWGN (FINAL 2023-2024 GOLD REPORT)	9/18	IC MEETING	2/12	IC MEETING
7/23	IGNITE! PRE-CONFERENCE (IN-PERSON)	9/25	DIRECTOS' MEETING	2/19	DIRECTORS' MEETING
7/24 - 7/25	IGNITE! CONFERENCE (VIRTUAL)	10/4	ITEMS DUE TO UWGN (FALL CD RUBRICS DUE)	3/7	WINTER GOLD CHECKPOINT
7/26	IGNITE! CONFERENCE (IN-PERSON)	10/7 - 10/11	MNPS FALL BREAK	3/10 - 3/14	MNPS SPRING BREAK
7/25	IGNITE! EARLY CHILDHOOD CHAMPION OF THE YEAR AWARDS	10/16	JOINT MEETING	3/19	IC MEETING
8/2	ITEMS DUE TO UWGN (FINAL 2023-2024 FAMILY ENGAGEMENT DATA)	11/8	FALL GOLD CHECKPOINT	3/28	ITEMS DUE TO UWGN (INTERVENTION PLAN)
8/6	MNPS FIRST DAY	11/13	IC MEETING	3/28	MID-YEAR REPORTS DUE (DIRECTORS)
8/6	CURRICULUM IMPLEMENTATION / GOLD BEGINS	11/25 - 11/29	MNPS THANKSGIVING BREAK	4/4	ITEMS DUE TO UWGN (WINTER GOLD WORKBOOK)
8/7	2024-2025 KICK-OFF JOINT MEETING	12/6	ITEMS DUE TO UWGN (FALL GOLD REPORT)	4/16	IC MEETING
8/13	ITEMS DUE TO UWGN (SUBMIT PROPOSED BUDGET)	12/11	RTS HOLIDAY PARTY	4/23	DIRECTORS' MEETING
9/6	ITEMS DUE TO UWGN (FAMILY ENGAGEMENT PLAN)	12/23 - 1/3	MNPS WINTER BREAK	5/22	MNPS LAST DAY
		1/15	JOINT MEETING	5/28	JOINT MEETING / PROGRAM REFLECTION
		1/17	ITEMS DUE TO UWGN (INTERVENTION PLAN)	6/6	SPRING CD RUBRICS DUE
		2/6	ITEMS DUE TO UWGN (MID-YEAR BUDGET)	6/9	SPRING GOLD CHECKPOINT

IC MEETINGS 11:30AM - 2:30PM // RTS JOINT MEETINGS 11:30AM - 2:30PM // DIRECTORS' MEETINGS 11:30AM - 2:30PM

Site Location Map





Read to Succeed Instructional Coach Expectations

Coaching is any interaction that provides resources for development of teacher effectiveness.

Read to Succeed instructional coaches provide continuous, differentiated coaching to Read to Succeed teachers. Coaching is intentionally delivered based on documented observations, action steps, and will be reflective of collected data.

The goal of coaching is to promote growth in a teacher’s professional practice. The amount and type of coaching should be determined by the individual needs of each teacher and/or teaching team. Read to Succeed coaching interactions may include:

- The Read to Succeed Coaching Process
- Individual meeting (including data discussions)
- Group meeting (including data discussions)
- Incidental modeling
- Teacher-initiated problem solving
- Resources of professional interest
- Peer shadowing and/or observing
- Other coaching models as appropriate

The goal of coaching is to promote growth; therefore, documentation of coaching should provide evidence of that growth. The amount and type of evidence should be determined by the type of coaching interactions being documented. Coaching documentation includes shared resources, observation notes, a detailed teacher plan with specific and actionable steps (Action Plan), etc.

Every week, an instructional coach will:

Check on previous week’s GOLD objectives.

Conduct weekly classroom observations, either formal or informal, and hold weekly teacher meetings.

Collect observation data in CHALK weekly, recording observation notes and developing relevant Action Plan for teachers.

Update GOLD information as needed.

Determine Conscious Discipline structure and skill updates as needed.

Support teachers in implementing Conscious Discipline structure for the month.

Provide small group instruction (direct or support) as needed and/or determined by coach, teacher, and/or site administrator.

Every month, an instructional coach will:

Attend instructional coach meeting or joint Read to Succeed meeting.
Assist site leadership in updating “Teacher Demographic Workbook” to submit to United Way.
Support directors (site administrators) in keeping accurate and up-to-date demographic data in Teaching Strategies GOLD.
Purchase items required for curriculum implementation.

Every quarter, an instructional coach will:

Attend required RTS and/or DHS training hours.
Conduct a parent workshop.
Conduct the Read to Succeed Classroom Checklist on all Read to Succeed classrooms.
Review GOLD “Classroom Profile Report”.

Every year, an instructional coach will:

Coordinate a minimum of five Lending Library reading incentives.
Conduct two Conscious Discipline Rubric Assessments (fall and spring).
Attend two conferences that support the professional development goals of the coach, including the annual Ignite! Conference.

Revised October 2024



Read to Succeed Instructional Coach Job Profile

Job Title: Instructional Coach
Department: Community Impact
Reports to: Partner Agency Director
Supervises: N/A
FLSA Status: Exempt

Position Objective: The Instructional Coach contributes to the efforts of United Way of Greater Nashville (UWGN) by ensuring Read to Succeed's core elements are implemented with fidelity and in accordance with brain-based research and best practices to ensure teachers and families are equipped to guide children participating in the program to become kindergarten ready. This position serves as a liaison between the community-based site and UWGN in the interest of supporting teachers, families and administrators in excellence in early childhood education. The Instructional Coach is a leader in the education arena and is responsible for ensuring coaching, curriculum alignment, parent engagement, participants' assessment and Lending Library use.

Essential Functions: The following are indicative of the essential functions required to perform this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This profile is not intended to be all-inclusive of tasks and responsibilities required; it provides a description of the critical responsibilities associated with this position.

Educational Support

- Provides small group and differentiated instruction to coach Read to Succeed teachers in academic and social-emotional curriculum implementation techniques in accordance with best practices, DHS and state standards for the purpose of equipping teachers with the tools and knowledge to be successful in preparing children for kindergarten.
- Monitors Read to Succeed teacher and student progress using the Read to Succeed checklists, classroom observations, Teaching Strategies GOLD and individual student assessments to gather essential data to determine successes and target areas for quality improvement.
- Conducts individual and small group intervention with Read to Succeed students to promote the development of various components of academic and social-emotional proficiency.
- Develops, coordinates and facilitates professional development trainings for the partner agency and in conjunction with UWGN to keep Read to Succeed teachers abreast of best practices, techniques and advancements in early childhood education as needed.

Stakeholder Communications

- Collaborates with UWGN team to share ideas and provide solutions to reach the common goal of supporting communities via education, listening channels and empowerment.
- Communicates with Read to Succeed stakeholders the program's mission, goals, objectives and approaches to share success stories and promote continued engagement.
- Recruits, trains and manages volunteers in interest of providing increased opportunities for children to practice academic and social-emotional skills as needed.
- Meets, plans and collaborates with instructional coaches, teachers and administrators to identify gaps in student learning and strategies to achieve desired results.



Family Engagement

- Maintains the partner site's Lending Library book inventory through purchases, organization and upkeep to promote the use of the library and increase the book checkout rate.
- Plans and implements four family reading incentives per year to encourage families to support their children in reading and to give children more opportunities for reading practice.
- Plans and implements four family academic and/or social-emotional workshops to educate families on ways they can support their children to success and encourage families to partner with schools.
- Communicates to families about their child's progress and shares tools to support continued success.

Professional Development

- Attends and utilizes methodologies from multiple professional development opportunities a year to stay abreast of trends and be a subject matter expert on early childhood education.
- Researches early childhood education trends including literacy, STEAM, DAP, DLL and social-emotional development and applies knowledge to program to assist children in achieving learning outcomes.
- Explores and identifies education best practices, techniques and advancements to ensure teachers are given the best tools to advance the program and guarantee program standards and licensure requirements are maintained.

Qualifications:

- **Education:** Master's degree in early childhood education, child development or family studies. A bachelor's degree in a related field with five years applicable experience may be substituted for the master's degree.
- **Experience:** A minimum of three years' experience in direct curriculum implementation and instruction in a professional early childhood environment; coordinating and facilitating professional development trainings; drafting and conducting student and classroom assessments; small group and differentiated instruction; serving an at-risk or special needs community.
- **Knowledge:**
 - Early Childhood Curriculum (birth to third grade)
 - Social-emotional and academic development
 - Early Education Assessments
 - Tennessee Early Learning Standards and K-4 state educational standards
 - Early childhood education state and local regulations, including DHS quality rating scale
 - Instructional coaching techniques and philosophies
- **Skills:**
 - Intentional coaching/curriculum implementation techniques
 - Direct instruction with young children
 - Communication techniques and protocols with families, children, volunteers and other professionals
 - Analyzing, understanding, interpreting and applying research
 - Proficiency with Microsoft Office, specifically Outlook, Word and Excel
- **Miscellaneous:**
 - Valid Driver's License and Proof of Insurance



Competencies:

- Mission Driven: Focuses on needs and aspirations of the community by telling the “United Way story” to help others understand the importance of the work.
- Relationship Management: Builds relationships internally and externally with all teachers, community members and organizational stakeholders to grow and sustain enthusiasm of UWGN’s work; demonstrates credibility in all interactions; and demonstrates the ability to effectively build a network of contacts by understanding what motivates individuals and organizations.
- Effective Communication: Ability to effectively communicate through oral, written and technological means; actively listening, collaborating and expressing oneself clearly, to ensure those who need specific information acquire it; plan and deliver communication that makes an impact and persuades the audience; gives positive and encouraging recognition to those that have contributed.
- Outcome Motivated: Creates and maintains high performance standards that capitalize on opportunities to develop relationships that drive results
- Ability to Multi-Task: Ability to manage multiple projects simultaneously; requires knowledge of time management, setting priorities, and managing project plans.
- Problem Solving/Critical Thinking: Differentiates between when supervisory input is needed and when it is not; identifies opportunities and develops plans to execute; Identifies problems, gathers facts and appropriate resources to resolve issues.
- Initiative and Creativity: Plans work and carries out tasks without detailed instructions; makes constructive suggestions; prepares for problems or opportunities in advance; undertakes additional responsibilities; responds to situations as they arise with minimal supervision.

Environmental Conditions and Physical Demands:

- Employee must occasionally lift and/or move up to 10 pounds. The employee is required to stand, walk, climb, bend and balance.
- Employee spends a majority of time seated; working at a desk in front of a computer monitor. Manual dexterity sufficient to reach/handle items and work with the fingers.
- Frequent driving of vehicle for stakeholder meetings
- Well-lighted, heated and/or air-conditioned indoor office setting with adequate ventilation.

REFERENCES

- National Association for the Education of Young Children (NAEYC)
- Tennessee Early Learning Developmental Standards (2015)
- Common Core State Standards for Kindergarten (Tennessee)
- United Way, Miami-Dade, FL
- United Way, San Antonio, TX
- FrogStreet Press Inc.
- Developmental Learning Materials
- Conscious Discipline
- Tennessee Association for the Education of Young Children (TAEYC)
- ERIC Database
- Vanderbilt University, Education Department
- Teaching Strategies GOLD (TSG)
- National Council for Social Studies (NCSS)
- National Science Teacher Association (NSTA)
- Next Generation Science Standards (NGSS)
- Early Childhood News (ECN)
- Frog Street Inc.
- University of Virginia: Curry School of Education (PALS)
- The National Center for Learning Disabilities (GRTR)
- Hammond, Linda-Darling, Gardner, Madelyn, Hyler, Maria, 2017. *Effective Teacher Professional Development*. The Learning Policy Institute. Washington, D.C., 2017.
- learningpolicyinstitute.org/product/effective-teacher-professional-development-report?gclid=CjwKCAjw-vjqBRA6EiwAe8Tck9Lz4kMXwoaN08BHZiiqDXUJx9CmMxnzwsMpmzETqtyvI5rhsxTIhoCeuoQAvD_\BwE
- Oklahoma Instructional Coaching Institute