



Dear Read to Succeed partners,

We are delighted that you have chosen to partner 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 provide you with in-depth information and knowledge on the importance of social-emotional development, early childhood literacy and how you, as early childhood professionals, can promote healthy development within your early learning centers through conversations and interactions with families and day-to-day modeling.

As early childhood professionals, we recognize this challenge as an opportunity to implement current 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 not only assist you in effectively managing your classrooms but will impact your interactions with co-workers and others in your school family.

United Way of Greater Nashville has set a goal through the Blueprint for Early Childhood Success Initiative to double the number of third graders reading on grade level by 2025. We plan to achieve this goal 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. Only through collaborative efforts with dedicated, capable partners will we be able to generate systemic solutions that will mitigate risk factors and prepare preschool children for kindergarten and beyond.

Kindest regards,



Ambere Lewis
United Way of Greater Nashville
Manager, Read to Succeed

The Read to Succeed Handbook is a detailed guide to both understand and implement all components of the RTS program model with fidelity. It is divided into two main parts: The Framework which outlines program components and the Manual which provides associated appendices that include 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 life-long 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 as a response to the need for more children to have the skills to be successful in 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 socio-economic 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-dollar Early Reading First grant from the U.S. Department of Education which led to the creation of the RTS program.

The impact of Read to Succeed achieved statistically higher performance of RTS students on most kindergarten readiness measures. This is a significant achievement, especially for overburdened and under-resourced families.

Historically, Read to Succeed has supported three- to five-year-old classrooms in early childhood centers in Davidson County, Tenn., that focus 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, the Read to Succeed program received a grant from the Tennessee Commission on Children and Youth's Building Strong Brains initiative. This grant supported RTS to expand to support infant and toddler classrooms in social-emotional curriculum and professional development, evolving the program into a birth- to five-year-old 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 RTS site. This expansion resulted in the adoption of a tiered model of support.

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, and 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 in order 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 will look different for every child. RTS 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. In this way, 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 the resources needed to support the lifelong success of every child.

Program Components of the Read to Succeed Model

Research on high-quality early education has shown the following program components to be indicators of a high-quality early childhood program. These components are non-negotiable for Read to Succeed. Achievement of these 10 non-negotiables indicates a center is eligible to be identified as a Tier 3 site.

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

Partner Agency Contract Guidelines

As a United Way of Greater Nashville Read to Succeed partner agency, RTS partner sites agree to commit 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 60 percent of center capacity enrolled from September 2020 to May 2020. Center capacity is defined as 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 60 students.
- B. Maintain and develop a full- or part-time instructional coach for the sole purpose of supporting teachers and increasing student outcomes. If you do not rehire an instructional coach within sixty (60) days of resignation or termination, agency funding will be impacted. A full-time instructional coach is considered to have no less than three classrooms and no more than four classrooms. A part-time instructional coach is considered to have less than three classrooms. United Way of Greater Nashville requests that partner sites involve the RTS manager in the hiring process for new instructional coaches.

Instructional Coach

- A. Maintain a full- or part-time instructional coach.
 - a. Program will align with the instructional coach salary guideline of \$42,000-\$56,000 annually (inclusive of benefits). Centers are given a budget of either \$28,000 (part-time) or \$56,000 (full-time) to support salary, taxes and benefits.
 - 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 sixty (60) days, funding related to the instructional coach salary will be suspended until the position is filled. Center directors and United Way staff will work collaboratively to identify and hire instructional coaches.
- B. Instructional coaches are responsible for the development of an intentional coaching plan, which includes the coordination, implementation and facilitation of family literacy workshops, Lending Library incentives and kindergarten transition activities. Additionally, instructional coaches should:

- a. Implement the Read to Succeed Coaching Framework of Intentional Coaching or other coaching program as identified by United Way 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 manage the professional development for instructional coaches through training, conferences and workshops. United Way 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 will provide suggested conferences for attendance. United Way reserves the right to select one conference that all instructional coaches and Read to Succeed administrative staff from United Way will attend together. All new instructional coaches must attend Conscious Discipline Summer Institute (CD1) within 12 months of being hired and Lipscomb University's Ayers Institute Instructional Coaching Academy: Coaching Model and Practice within six months of being hired. All new directors must attend Lipscomb University Ayers Institute Instructional Coaching Academy: Coaching Models and Practices within six months of being hired.
 - 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. After conference attendance, instructional coaches are required to provide a synopsis of the concepts and techniques learned and give a rationale as to how these topics will be incorporated at their center and of use to the program. This should be completed through center-directed work, IC meetings, report-out at directors meetings and other avenues as requested.

Professional Development

- A. Ensure attendance at United Way of Greater Nashville professional development sessions for instructional coaches and Read to Succeed teachers.

Instructional Coaches	Teachers
Will receive up to 122 professional development hours per school year	Will receive up to 56 professional development hours per school year
Will attend at least two hours of professional development each quarter	85 percent of RTS teachers at each site will attend and participate in RTS professional development with a minimum of six hours per teacher per year (two hours per quarter)
Assessment: Completion of accountability forms for each event attended, submitted to United Way of Greater Nashville	Assessment: Completion of accountability forms for each event attended, submitted to UWGN.

DHS-approved certificates will be provided for all PD sessions offered once participants have completed and submitted a reflection form to UWGN.

- B. Implement an approved, research-based, brain-based, developmentally appropriate academic curriculum center-wide with the primary goal to inspire young minds and build foundational literacy skills. UWGN only provides support and training for Frog Street curriculum. More details are provided in the section on “Curricula.”
- a. Implement the FrogStreet curriculum: FrogStreet Pre-K for classrooms serving four-year-old children, FrogStreet Threes for classrooms serving three-year-old children.
 - i. Ensure that teachers are supported in the implementation of the curriculum in their individual classrooms through access to coaching, training and materials.
 1. Books and supplies purchased for RTS classrooms will be distributed to classrooms and made available for student use in a timely manner.
 2. Instructional coaches should work with classroom teachers to develop ideas and ensure implementation.
- C. 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. UWGN provides support and training for Conscious Discipline curriculum. More details are provided in the section on “Curricula.”
- a. Implement Conscious Discipline throughout the center as well as in all RTS infant/toddler and all RTS pre-K classrooms.

- i. Ensure that teachers are supported in the implementation of the curriculum in their individual 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.
 - b. Assessment: Conscious Discipline Progress Rubric: Administered to all RTS infant, toddler and pre-K classrooms by United Way two (2) times annually (fall, spring). All RTS classrooms will show growth on the Progress Rubric and/or have a plan for improvement.
- D. Implement a validated tool to assess the whole child with fidelity. UWGN provides support and training for Teaching Strategies®, GOLD® assessment tool. More details are provided in the section on “Assessments” on page [7].
 - a. Teaching Strategies®, Gold®
 - i. Administer Teaching Strategies®, GOLD® Assessment in all RTS three- and four-year-old classrooms.
 - ii. Teachers, co-teachers, instructional coaches and program administrators will attend GOLD® trainings provided by United Way. Documentation to be uploaded by program deadlines (fall, winter and spring).
- E. Resource all Read to Succeed classrooms as defined in this handbook on page [7].

Technology, Writing and Listening Centers

- A. Maintain technology (e.g. desktop/laptop/tablet) in each RTS classroom that is in working order and accessible to all students daily.
- B. Maintain a listening center in each RTS classroom that is in working order and 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 RTS Program Implementation Requirements that is accessible to all students daily.
 - a. Writing materials are available in all classroom centers (per RTS Checklist).
- D. Assessment:
 - a. RTS Classroom Observation Checklist
 - b. Administered to all RTS classrooms four times annually.
 - c. All RTS classrooms will earn a “yes” on all academic center focused items by the final yearly administration and/or have a plan for improvement for “no” items.

Family Engagement

- A. Implement a Family Engagement strategy with the primary goal to engage and involve parents in their child's education. Host at least six (6) family education workshops each school year to support Conscious Discipline parent curriculum and utilizing funds to remove barriers to family participation. If your agency partners with The Family Collective, formerly known as the Family Empowerment Program, family education workshops can be integrated to meet requirements of both programs' goals.
 - a. Each workshop includes information on the importance of early education, how parents can advocate for their children at school and how families can support their children at home.
 - i. Each workshop is accompanied by a meal and childcare.
 - ii. Children's books and/or materials to support the topic are sent home at each workshop.
 - iii. Assessment:
 - 1. Instructional coaches will document and keep in a binder:
 - a. Number of families in attendance at each event (through sign-in sheets).
 - b. Feedback from families about each event (through family evaluations of events).
- 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 (2) engagement activities are to be about kindergarten transition.
 - i. First workshop (fall): School choice application process, 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. Assessment
 - i. Copy of individual kindergarten transition plans.

Lending Libraries

- A. Maintain a Lending Library that is accessible for children, families and teachers.
 - a. Book selections will be updated on an ongoing basis by instructional coaches.
 - b. Instructional coaches will support at least five (5) library incentives each year designed to support the use of the Lending Library.
 - c. Assessment:
 - i. Instructional coaches will document and keep in a binder: 1) Number of books checked out monthly 2) Number of students, families and teachers who check out books monthly. 3) Library incentive type and information about participation

Program Outcomes

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

At least one form of documentation per student is required to be submitted in GOLD for each objective below.

- A. 85 percent of families draft a comprehensive kindergarten transition plan.
- B. 85 percent of students with at least 50% 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)
- C. 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)
- D. 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)
- E. 85 percent of students with at least 50 percent daily attendance achieve benchmark in literacy skills according to Teaching Strategies GOLD.
 - a. Demonstrates knowledge of print and its uses (Objective 17a-b)
 - b. Comprehends and responds to books and other texts (Objective 18a)
 - c. Demonstrates writing skills (Objective 19a)

Reporting Guidelines

Centers are to coordinate and participate in annual evaluation. The evaluation will include: evaluation of children's progress through participant assessments, evaluation of implementation measures and the evaluation of the effectiveness of the components of the Read to Succeed model in the classroom. The following tools are required to document the implementation of the Read to Succeed model: RTS Classroom Checklist, PALS, 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 found in the Read to Succeed Reporting Calendar in Appendix A on page [].
- B. **Monitoring and Visits:** Comply with semi-annual monitoring and agency site visits. Reports to United Way of Greater Nashville are due twice annually on (1/15/2021 and 7/15/2021) 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 both UWGN staff as well as the Volunteer Review Team. Full transparency on progress toward outcomes will assist with collective results within 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. UWGN will engage a Volunteer Review Team that may assist with problem solving and creating an environment that will lead your agency towards successful outcomes.
- D. **Performance Review Plans:** United Way of Greater Nashville staff must be notified immediately if your agency identifies that it will not achieve 80 percent or greater of projected outcomes. UWGN staff and the Volunteer Review Team 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. UWGN staff and the Volunteer Review Team are committed to assisting your agency with achieving your performance goals. A request to permanently reduce Performance Targets may impact your funding award.

RTS Pre-K Reporting Calendar

Month	Item	Destination
July	GOLD Yearly Report with spring data	Submit to UW
	Final yearly RTS budget	Submit to UW
August	Schedule and keep track of teachers for ongoing RTS professional development for year (2 hours/quarter, 6 hours/year)	Keep at site
	Finalize professional development records for teachers from previous year	Keep at site
	Submit yearly proposed RTS budget	Keep at site
September	Classroom Checklist (1 per room)	Submit to UW
October	Student assessments (PALS) for 4-year old students (birthdate as of 8/15)	Submit to UW
	Coaching Guide (including Reality section and fall section of teacher Yearly and Progress Achievement)	Keep at site
November	Schedule and keep track of teachers for ongoing RTS professional development for year (2 hours/quarter, 6 hours/year)	Keep at site
	Fall GOLD Checkpoint	Submit TSG
December	GOLD Yearly Report with fall data	Submit to UW
	Classroom Checklist (1 per room)	Keep at site
January	Schedule teachers for ongoing RTS professional development (2 hours/quarter, 6 hours/year)	
February	Student assessments (PALS) for 4-year old students (birthdate as of 8/15)	Submit to UW
	Submit mid-year updated yearly RTS budget	Submit to UW
	Coaching Guide (including winter section of Teacher Yearly Progress and Achievement)	Submit to UW
	Mid-year Intervention Plan	Submit to UW
March	Winter GOLD Checkpoint	Submit to TSG
	Classroom Checklist (1 per classroom)	Keep at site
April	GOLD Yearly Report with spring data	Submit to UW
May	Student assessments (PALS) for 4-year old students (birthdate as of 8/15)	Submit to UW
June	Classroom Checklist (1 per room)	Keep at site
	Coaching Guide (including spring section of Teacher Yearly Progress and Achievement and IC Yearly Reflection)	Submit to UW
	Spring GOLD Checkpoint	Submit in TSG

Program Administration Tools

Item	Timeline
RTS Teacher Checklist	Completed in August, November, February and May
Conscious Discipline Progress Rubric	Completed in the fall and spring by United Way
RTS Annual Site Visit	TBD
Lending Library Incentives	Four (4) times per RTS year
Kindergarten Transitions	Fall/spring
Family Engagement Activities	Four (4) times per RTS year

Administrative

- A. Maintain the RTS monthly budget, as outlined and submitted by UWGN, of all related expenses. Use the portion of funding from UWGN as outlined in the RTS Budget, included in your contract, specifically for RTS model implementation.
 - a. Directors review monthly budget summary three times/year with UW partners.
 - b. Funds assigned to the RTS program are to be used specifically for the RTS classroom and its allowable instructional-related expenses.
 - c. Allowable expenses include materials that directly support student learning.
- A. Directors will update student, teacher and classroom information electronically to Read to Succeed administrative team:
 - a. GOLD® enrollment forms are to be sent to United Way upon enrollment as they act as program permission slips.
 - b. Teacher and classroom information is to be updated via the Teacher Demographic Workbook three times per year.



THE READ TO SUCCEED PARTNERSHIP MODEL

Success for the Read to Succeed program is defined by the partnerships between stakeholders. These partnerships together create the “school family.” It is through the school family that 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 RTS classrooms and coaches (e.g. executive director, program director, etc.). The Read to Succeed site administrator ...

Partners with United Way to:	Partners with instructional coaches 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 Instructional Coach

Instructional coaches are responsible for guiding the implementation of the Read to Succeed program 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.

Partners with United Way 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 together 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. The teacher observes and takes notes. Coach then returns to observe the 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 feedback as needed and provides written feedback after the session. Coach returns to observe the 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 provide additional feedback as necessary.
 - c. **Independent Learning:** Coach will provide learning resources after pre-conference has been completed in which needs were determined. Coach observes the teacher's practice following the assignments to observe and provide additional feedback as necessary.

- d. **Partnership Learning:** Teacher partners with the coach or another teacher to observe another classroom. Teacher takes notes and discusses the experience with the coach, during which an action plan is developed. Coach observes the teacher's practice and provides feedback as necessary.
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.

Appendix B includes examples of forms used for data collection and accountability during the coaching process. These forms include:

- **Examples of Coaching Documentation:** Documentation is required for all coaching sessions
- **Teacher Yearly Progress and Achievement:** Completed by the teacher quarterly to help determine needs to guide coaching sessions
- **Coaching Guide:** Combines available data (i.e. classroom observations, student assessments, teacher yearly progress and achievement form) to yield a plan for individualized coaching
- **Job Profile:** Depicts the list of responsibilities for an instructional coach and facilitates job postings during the hiring process
- **Instructional Coach Platter:** An example platter created by RTS pre-K instructional coaches; instructions on how to create a platter with your team
- **Instructional Coach Expectations:** Describes the expectations for an RTS instructional coach on a yearly, quarterly, monthly and weekly basis

The Read to Succeed Teacher

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

Partners with United Way, 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

The Read to Succeed Student and Family

Read to Succeed students and families are the key motivating factors to, and integral components of, the RTS program.

Partners with Read to Succeed stakeholders to support the child's education by:
Participating in and promoting a safe environment that supports growth
Maintaining the Read to Succeed site's policies and procedures
Attending family nights
Engaging in child's education by asking questions and participating in activities with the child
Supporting the efforts of the Read to Succeed site
Maintaining healthy relationships with all partners through open communication



CURRICULA

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

Frog Street is a comprehensive, early childhood curriculum that meets the above Read to Succeed standards. Frog Street is available in infant, toddler, threes and pre-K. For more information about Frog Street and to access a variety of resources, **visit frogstreet.com**.

Conscious Discipline is an evidence-based, trauma-informed approach to classroom management and social-emotional learning. Conscious Discipline is embedded in the Frog Street curriculum, and Read to Succeed has chosen to implement the model even more broadly to better serve children and families. For more information about Conscious Discipline and to access a variety of resources, **visit consciousdiscipline.com**.

Read to Succeed believes that curriculum should be delivered in the classroom in a way that meets the needs of the children while adhering to classroom standards and regulations. RTS 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 Phonological Awareness Literacy Screening (PALS), the Conscious Discipline Rubric Progress Assessment and the Read to Succeed Classroom Checklist. Data collection focuses on student data, teacher progress and classroom environment. Forms and samples are available in Appendix C.

Teaching Strategies GOLD

Teaching Strategies GOLD (TSG) is an authentic, ongoing observational system for assessing the whole child from birth to age eight. Read to Succeed has implemented TSG because it helps teachers observe children in the context of everyday experiences, an effective way to monitor progress. For resources or to learn more, visit teachingstrategies.com/solutions/assess/gold. The RTS standard is for teachers to collect two pieces of documentation for each objective per child quarterly (summer is optional). RTS 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 and literacy at the end of each school year.

Phonological Awareness Literacy Screening

The Phonological Awareness Literacy Screening (PALS) is a standardized assessment that measures children’s knowledge of several essential literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. RTS administers this tool quarterly to students in four-year-old classrooms that will be eligible for kindergarten the following year. RTS partner sites agree to commit to at least 85 percent of students exiting a four-year old RTS classroom will achieve benchmark on PALS. To learn more, visit pals.virginia.edu/index.html.

PALS Assessment Area	4-year-old Benchmark: <i>85% of participants will score:</i>
Name Writing	Greater or equal to 6
Upper Case Recognition	Greater or equal to 20
Lower Case Recognition	Greater or equal to 14
Letter Sounds	Greater or equal to 10
Beginning Sounds	Greater or equal to 6
Print and Word Awareness	Greater or equal to 7
Rhyme Awareness	Greater or equal to 6
Nursery Rhyme Awareness	Greater or equal to 6

Conscious Discipline Rubric Progress Assessment

Read to Succeed uses the Conscious Discipline Rubric Progress Assessment to assess the implementation of Conscious Discipline within 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. RTS administers this assessment twice a year to one infant or toddler classroom and one preschool or pre-K classroom at each RTS partner site.

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 to the environment of a model Read to Succeed classroom.



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 is a comprehensive early education model, which 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. RTS gives them the skills and support to carry out the demands of the model to ensure student success.

The following exit standards are a comprehensive framework designed 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 in the years that follow.

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

Social-Emotional Domain

Social-emotional development has been proven to be 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. Research shows that motor development greatly affects a child's cognitive development, self-discovery and the ability to communicate. Children use their senses and bodies to explore their physical environment which builds neural pathways that support healthy brain development.

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, to include understanding words, the rules for 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 three to four thousand 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 that include 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, 11 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 skills in young children. Learning to read is a complex process that requires both 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

Research shows that mathematical competencies are a major determining factor in future literacy success for young children. Evidence also shows that 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 then 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 enables children to develop critical thinking skills that will serve them across their curriculum and throughout life. Through science, children learn essential skills such as how to ask questions and define problems, plan and carry out investigations, analyze and interpret data, construct explanations and 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 the 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, which enables them to understand and participate effectively in their world (*NCSS, 1998*). Read to Succeed embraces diversity and, through the teachings of Conscious Discipline, instills the value of community in children.

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 of 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 and their voice. They develop an appreciation for other 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 supports diversity in the classroom and provides teachers with the tools to support students who are acquiring the English language. The program employs an approach that welcomes families and provides 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

Read to Succeed is committed to the continued growth of the adults in the program as this is the surest path to continuing to provide high-quality environments for children and families. RTS defines effective professional development (PD) as learning that yields a change in adult practice that leads to an improvement in student learning outcomes. To maximize effectiveness, RTS ensures that all professional development provided 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 works to provide professional development that meets the individual needs of all professionals, including:

- Structured learning sessions offered by United Way or community partners
 - Teachers at Tier 3 sites are required to attend at least six hours of United Way-hosted professional development per year (two hours per quarter)
- Professional Learning Communities hosted by United Way or community partners (optional for all partners)
- Participation in local and national conferences including the Read to Succeed Early Childhood Conference (required event for all staff at Tier 3 sites)
- 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. RTS supports partner sites in providing activities, events and workshops to give parents and 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 intentionally connecting with them through a variety of ways. RTS 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. RTS 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

The Onboarding Process Certificate is available in Appendix F [].

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 (UWGN), including:
 - Tour of UWGN
 - Information on UWGN initiatives that can provide support to teachers and families (Financial Empowerment Center, Volunteer Income Tax Assistance free tax prep program, etc.)
 - UWGN 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 via email contact with an RTS director outside of site for professional conversations and sharing of ideas
 - Schedule site visits
 - Supporting documents: RTS Handbook (online link), Contact Sheet, Site Map, Calendar, Classroom Standards, Classroom Checklist

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

- Coaching model and practices
- Curricula and assessment overview
- Site budget
- Lending Libraries
- Family engagement: Eight 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 GOLD Implementation Schedule, Sample RTS Site Budget, Sample Coaching Forms

Session 3: Introduction to the Frog Street Curriculum (2 hours)

- Overview of the Frog Street Welcome Guide
- Overview of components
- Overview of the Frog Street portal resources
- Lesson planning examples
- Q&A session
- 30-day follow-up
- Supporting documents: RTS Curriculum and GOLD Implementation Calendar, Frog Street Lesson Plan Example, Family Connection Letter Example, 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
 - Conscious Discipline 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 RTS classroom
- Overview of assessment schedule on RTS Calendar
- Classroom assessment: Discussion of the RTS Classroom Checklist
- Student assessment
 - Overview Phonological Awareness Literacy Screening (PALS) and assessment schedule: assessment, procedures, PALS score reporting to UWGN
 - Teaching Strategies GOLD Training:
 - Discussion of the purpose of assessment in the RTS 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 UWGN
- 30-day follow-up
- Supporting documents: RTS Calendar, Classroom Checklist Observation, Sample PALS Score Form and Reporting Form, Teaching Strategies GOLD, Objectives for Development and Learning, GOLD Tips for Writing Documentation, GOLD Data Collection Plan

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 (UWGN) including:
 - Tour of UWGN
 - Information on UWGN initiatives that can provide support to teachers and families (Financial Empowerment Center, Volunteer Income Tax Assistance free tax prep program, etc.)
 - UWGN 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 coach via email with an instructional coach from a different site for professional conversations and sharing of ideas
 - Schedule site visits
 - Supporting documents: RTS 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: Eight 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 GOLD Implementation Schedule, Sample RTS Site Budget, Sample Coaching Forms

Session 3: Introduction to the Frog Street Curriculum (2 hours)

- Overview of the Frog Street Welcome Guide
- Overview of components
- Overview of the Frog Street portal resources
- 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
 - RTS manager gives reflective feedback using the SCARF model
- Lesson planning examples
- Q&A session
- 30-day follow-up
- Supporting documents: RTS Curriculum and GOLD Implementation Calendar, Frog Street Lesson Plan Example, Family Connection Letter Example, HELP! What am I supposed to do again?!, 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
 - 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
- 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 RTS classroom
- Overview of assessment schedule on RTS Calendar
- Classroom assessment: Discussion of the RTS Classroom Checklist
- Student assessment
 - Overview Phonological Awareness Literacy Screening (PALS) and assessment schedule: assessment, procedures, PALS score reporting to UWGN

- Teaching Strategies GOLD Training:
 - Discussion of the purpose of assessment in the RTS 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 UWGN
- 30-day follow-up
- Supporting documents: RTS Calendar, Classroom Checklist Observation, Sample PALS Score Form and Reporting Form, Teaching Strategies GOLD, Objectives for Development and Learning, GOLD Tips for Writing Documentation, GOLD Data Collection Plan

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 (UWGN) including:
 - Information on UWGN initiatives that can provide support to teachers and families (Financial Empowerment Center, Volunteer Income Tax Assistance free tax prep program, etc.)
 - UWGN 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)
 - RTS documents
 - Discussion of classroom standards
 - Connect teacher via email with teacher from a different site for professional conversations and sharing of ideas
 - Supporting documents: RTS Handbook (online link), Calendar, Curriculum and GOLD Implementation Schedule, Classroom Standards, Classroom Checklist

Session 2: Introduction to the Frog Street Curriculum (2 hours)

- Overview of the Frog Street Welcome Guide
- Overview of components
- Overview of the Frog Street portal resources
- 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 Frog Street curriculum and incorporates GOLD in the lesson plan.
- Q&A session
- 30-day follow-up using RTS Checklist
- Supporting documents: Frog Street Lesson Plan Example, Family Connection Letter Example, HELP! What am I supposed to do again?!, Effective Lesson Preparation Strategies

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 RTS classroom
- Classroom assessment
 - Discussion of the RTS Classroom Checklist
 - Coaching Form: Provide form to teacher, discuss coaching steps
- Student assessment
 - Overview Phonological Awareness Literacy Screening (PALS) and assessment schedule: assessment, procedures, PALS score reporting to UWGN
 - Teaching Strategies GOLD Training:
 - Discussion of the purpose of assessment in the RTS 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 UWGN
 - 30-day follow-up
- Supporting documents: Sample PALS Score Form; 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

Families

Families are an essential part of the Read to Succeed model. That's why it's important that families are also onboarded to the program to help them become familiar with program expectations. Onboarding can take place during the family's orientation with the center, or wherever the center feels is most appropriate. This onboarding should take place within the child's first two weeks at a center and should include a brief overview of:

- Conscious Discipline at the center and classroom level
- The Frog Street curriculum
- Teaching Strategies GOLD and its role in the classroom
- Supporting documents: List of Center Family Events (provided by the center), Frog Street Family Connection Letter Example, Sample of GOLD Individual Child Report or Report Card (whichever center uses)

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Read to Succeed Contact Information



Eighteenth Avenue Family Enrichment Center

1811 Osage Street
Nashville, TN 37208
615.320.1131 - Office

Executive Director: Altie Jordan
altie120@gmail.com
Program Director: Jourdan Majors-Douglas
jourdanmajorsdouglas@yahoo.com

Instructional Coach: Unique Dixon
615.320.1131 - Office
615.964.0756 - Cell
uniquedixon04@gmail.com
RTS classrooms: 2

Fannie Battle Day Home for Children

108 Chapel Ave
Nashville, TN 37206
615.228.6745 - Office

Executive Director: Kristie Ryan
kryan@fanniebattle.org
Program Director:
Stacie Spasoff
sspasoff@fanniebattle.org

Instructional Coach: Tara Holt
615.228.6745 ex:115 - Office
615.568.4780 - Cell
lholt@fanniebattle.org
RTS classrooms: 2

First Steps, Inc.

1900 Graybar Lane
Nashville, TN 37215
615.298.5619

Executive Director: Heather Higgins
hhiggins@firststepsnashville.org
Center Director: Tabitha Hadlow
615.964.5143 - Office
thadlow@firststepsnashville.org

Program Coordinator: Tellie White
qwhite@firststepsnashville.org
Instructional Coach: Lauren Hanner
615.964.5145 - Office
615.513.1052 - Cell
lhanner@firststepsnashville.org
RTS classrooms: 3

King's Daughters Child Development Center

590 North Dupont Street
Madison, TN 37115
615.865.5164 - Office

Executive Director: Rho Trumbo
rhonda@kdchild.org
Assistant Director: Lee Earls
lee@kdchild.org

Instructional Coach: Amy Fryer
615.865.5164 - Office
615.418.6513 - Cell
amy@kdchild.org
RTS classrooms: 4



**Read to Succeed
Contact Information**

McNeilly Center for Children

100 Meridian Street
Nashville, TN 37207
615.255.2549- Office

Executive Director: Nelda Fulghum
nelda.fulghum@mcneillycenter.org
Interim Program Director: Tim Phillips
tim.phillips@mcneillycenter.org

Instructional Coach: Natalie Koger
615.255.2549 - Office
615.707.5758- Cell
natalie.koger@mcneillycenter.org
#RTS classrooms: 4

Instructional Coach: Nessa Sparks
615.255.2549 - Office
615.887.6057 - Cell
sharnessa.sparks@mcneillycenter.org
RTS classrooms: 2

St. Luke's Community House

5601 New York Avenue
Nashville, TN 37209
615.350-6937 - Office

CEO: Melanie Shinbaum
615-350-7893 - Office
melanie.shinbaum@stlch.org
Child Development Director: Jennifer Sulcer
615.390.1141 - Office
jennifer.sulcer@stlch.org

Assistant Director: Tevis Haynie
tevis.haynie@stlch.org
Instructional Coach: Dia Mimms
615.324.8376 ext. 114 - Office
615-504-5185 - Cell
dia.mimms@stlch.org
RTS classrooms: 3

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

1704 Heiman Street
Nashville, TN 37208
629.203.8703 - Office

Executive Director: Alyssa Garnett
agarnett@stmaryvilla.org

Instructional Coach: Nancy McClellan
629.203.8702 - Office
313.520.5793 - Cell
nmcclellan@stmaryvilla.org
RTS classrooms: 3

Wayne Reed Christian Childcare Center

11 Lindsley Avenue
Nashville, TN 37210
615.244.9311 - Office

Executive Director: Pat Horton
pat.horton@waynereedchildcare.org

Instructional Coach: Jenine Marshall
615.244.9311 - Office
615-753-9401 - Cell
jenine.marshall@waynereedchildcare.org
RTS classrooms: 3



**Read to Succeed
Contact Information**

15th Avenue Learning Academy North at The Bethlehem Center
Emerging Read to Succeed Site

1417 Charlotte Ave
Nashville, TN 37203
615.647.7174- Office

Executive Director – Penny Payne
learningacademy15thaven@yahoo.com

CEO
Steve Fleming
sfleming@bethlehemcenters.org

Preschool Director: Erica Coure
erica.coure@yahoo.com

Schrader Lane at Vine Hill
Emerging Read to Succeed Site

603 Benton Avenue
Nashville, TN 37204
615.385.0089 – Office

Executive Director
Monique Hudson
hodison.ic@gmail.com

United Way of Greater Nashville

250 Venture Circle
Nashville, TN 37228

Assoc. Dir., Education –
Apri Gassaway
apri.gassaway@unitedwaygn.org
615.780.2408 – Office

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

Manager, Read to Succeed: Ambere Lewis
ambere.lewis@unitedwaygn.org
615.780.2478 – Office

Shared Instructional Coach:
– Office
– Cell
RTS classrooms: TBD

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

RTS Curriculum Implementation Schedule 2020-2021

WEEK	FROG STREET THREES THEME		FROG STREET PRE-K THEME		GOLD
Aug. 10 - 14	1. Awesome Me	Physical Me	1. My School and Me	This Way to Pre-K	Week 1
Aug. 17-21		Feeling Me		Physical Me	Week 2
Aug. 24-28		Social Me		My Senses	Week 3
Aug, 31-Sept.4		Curious Me		I Think, I Feel	Week 4
Sept. 7 - 11	2. My Family and Friends	Immediate Family	2. My Family and Friends	Families	Week 5
Sept. 14 - 18		My Relatives		Families and Homes	Week 6
Sept. 21-25		Pets		Friends and Pets	Week 7
Sept. 28 - Oct. 2		My Community		Community	Week 8
Oct. 5-9	3. Color, Shape, and Size	Fall Break*	3. Giants	Fall Break*	Fall Break*
Oct. 12 - 16		Color		Big and Little	Week 9
Oct. 19-23		Shape		Nature's Giants	Week 10
Oct. 26 - 30		Size		Giants Made By People	Week 11
Nov. 2 - 6		Multiple Attributes		Make Believe Giants	Documentation Upload Ends
Nov. 9 - 13	4. Safe and Healthy Me	Safe Me	4. Choices	I Make Choices	Checkpoint Week
Nov. 16 - 20		Healthy Me		Healthy Choices	Week 1
Nov. 23-27		Thanksgiving*		Thanksgiving*	Thanksgiving*
Nov. 30-Dec. 4		Eating Well		Healthy Habits	Week 2
Dec. 7-11		Active Me		Problem Solving	Week 3
Dec. 14-18	5. Favorite Tales and Rhymes	Hen Tales	5. Stories and Rhymes	Nursery Rhymes	Week 4
Dec. 21-25		Winter Break*		Winter Break*	Winter Break*
Dec 28-Jan 1		Mouse Tales		Traditional Tales	Week 5
Jan. 4-8		Tales of Three		Fairy Tales	Week 6
Jan. 11-15		"Jack" Rhymes		Ballads, Folk Tales, and Fables	Week 7
Jan. 18-22					



RTS Curriculum Implementation Schedule 2020-2021

WEEK	FROG STREET THREES THEME		FROG STREET PRE-K THEME		GOLD
Jan. 25-29	6. Creative Me	Things Kids Do	6. I Build, I Create	Construction Terms	Week 8
Feb. 1-5		Recycled Treasures		Tools and Machines	Week 9
Feb. 8-12		Experimenting		I Can Build	Week 10
Feb. 15-19		Designing and Building		I Can Create	Week 11
Feb. 22-26	7. On the Go	Places Kids Go	7. Things That Move	Move	Documentation Upload Ends
Mar. 1-5		Wheels		Travel	Checkpoint Week
Mar. 8-12		Wings		Transportation	Week 1
Mar. 15-19		Spring Break*		Spring Break*	Spring Break*
Mar. 22-26		Water		Mysterious Movers	Week 2
Mar. 29-Apr. 2	8. Amazing Critters	Crawling Critters	8. Animals	Farm Animals	Week 3
Apr. 5 - 9		Flying Critters		Zoo Animals	Week 4
Apr. 12 - 16		Hopping Critters		Bugs	Week 5
Apr. 19 - 23		Scaly and Slithering Critters		More Bugs	Week 6
Apr. 26 - Apr. 30	9. Animals	Zoo Animals	9. Changes	Changes In and Around Me	Week 7
May 3 - 7		Farm Animals		Earth Changes	Week 8
May 10 - 14		Ocean Animals		Nurturing Earth	Week 9
May 17 - 21		Circus Animals		Before Now	Week 10
May 24 - 28	Summer Fun*				Week 11
May 31- June 4	Summer Fun*				Documentation Upload Ends
June 7-11	Summer Fun*				Checkpoint Week
*MNPS holiday weeks; No specified curriculum unit/theme. Teacher-directed theme.					



2020-2021 RTS Pre-K Reporting Calendar

Month	Due Date	Item	Destination
July	7/6/20	GOLD Yearly Report with Spring data	Submit to UW
	7/6/20	Final 2019-20 RTS budget	Submit to UW
August	Ongoing	Schedule and keep track of teachers for ongoing RTS PD for 2020-21 (2 hours/quarter, 6 hours/year)	Keep at Site
	Ongoing	Finalize PD Records for teachers from 2019-20	Keep at site
	8/5/20	2020-21 Submit proposed RTS budget	Keep at site
September	9/8/20	Classroom Checklist (1 per room)	Submit to UW
October	10/6/20	Student assessments (PALS) for 4-year old students (birthdate as of 8/15/20)	Submit to UW
	10/15/20	Coaching Guide (including Reality section and Fall section of Teacher Yearly and Progress Achievement)	Keep at site
November	Ongoing	Schedule and keep track of teachers for ongoing RTS PD (2 hours/quarter, 6 hours/year)	Keep at site
	11/13/20	Fall GOLD Checkpoint	Submit in TSG
December	12/8/20	GOLD Yearly Report with Fall data	Submit to UW
	12/8/20	Classroom Checklist (1 per classroom)	Keep at site
January	ongoing	Schedule teachers for ongoing RTS PD (2 hours/quarter, 6 hours/year)	
February	2/5/21	Student assessments (PALS) for 4-year old students (birthdate as of 8/15/20)	Keep at site
	2/5/21	Submit midyear updated 2020-2021 RTS budget	Submit to UW
	2/16/21	Coaching Guide (including Winter section of Teacher Yearly Progress and Achievement)	Submit to UW
	2/16/21	Midyear Intervention Plan	Submit to UW
March	3/5/21	Winter GOLD Checkpoint	Submit in TSG
	3/5/21	Classroom Checklist (1 per room)	Keep at site
April	4/5/21	GOLD Yearly Report with Winter data	Submit to UW
May	5/5/21	Student assessments (PALS) for 4-year old students (birthdate as of 8/15/20)	Submit to UW
June	6/8/21	Classroom Checklist (1 per room)	Keep at site
	6/8/21	Coaching Guide (including Spring section of Teacher Yearly Progress and Achievement and IC Yearly Reflection)	Submit to UW
	6/11/21	Spring GOLD Checkpoint	Submit in TSG



UNITED WAY READ TO SUCCEED CALENDAR

JULY 2020 - JUNE 2021



07 | JULY 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

08 | AUGUST 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

09 | SEPTEMBER 2020

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 | OCTOBER 2020

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11 | NOVEMBER 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

12 | DECEMBER 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

01 | JANUARY 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

02 | FEBRUARY 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

03 | MARCH 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

04 | APRIL 2021

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

05 | MAY 2021

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

06 | JUNE 2021

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

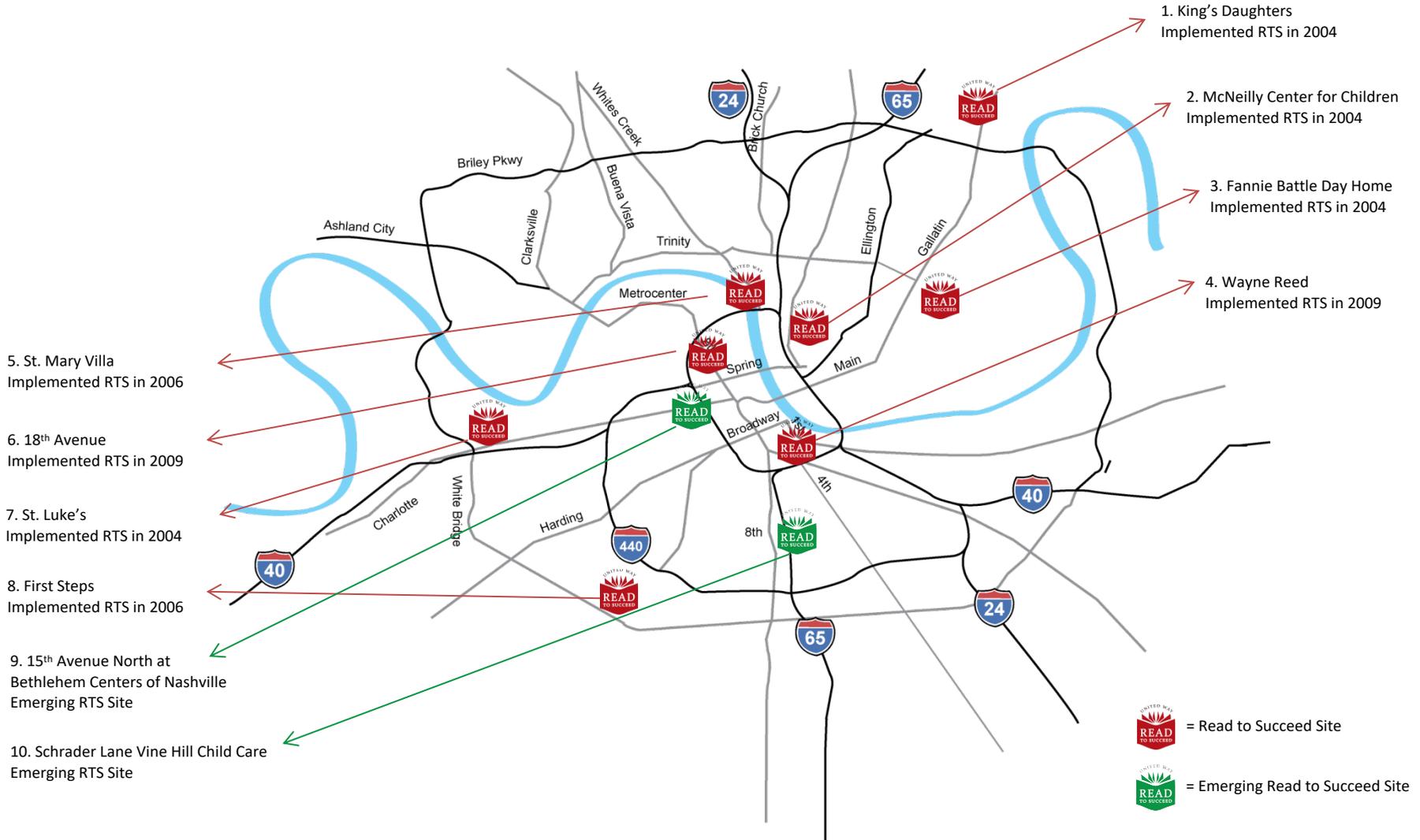
7/6	Items due to UWGN	11/6	Last day to upload GOLD documentation	3/10	IC Meeting
7/15	Joint Meeting / 2020-21 Kick-off event / CDAT Quarterly Training	11/11	MNPS not in session	3/15-19	MNPS Spring Break
7/21 - 23	RTS Summer Conference	11/11	IC Meeting	3/26	MNPS not in session
8/4	MNPS First Day	11/13	GOLD Fall checkpoint	4/2	MNPS not in session
8/5	Items due to UWGN	11/25 - 27	MNPS not in session	4/5	Items due to UWGN
8/10	Curriculum Implementation and GOLD begin	12/7	Items due to UWGN	4/14	Joint Meeting
8/12	IC Meeting	12/9	IC Meeting	5/5	Items due to UWGN
9/7	MNPS not in session	12/18 - 1/4	MNPS Winter Break	5/19	Joint Meeting / Program Reflection
9/8	Items due to UWGN	1/5	Items due to UWGN	5/25	MNPS Last Day
9/9	IC Meeting	1/18	MNPS not in session	6/4	Last day to upload GOLD documentation
9/16	Directors' Meeting	1/20	Joint Meeting	6/8	Items due to UWGN
10/5	Items due to UWGN	2/5	Items due to UWGN	6/9	IC Meeting
10/5 - 9	MNPS Fall Break	2/10	IC Meeting	6/11	GOLD Spring checkpoint
10/21	Joint Meeting	2/15	MNPS not in session		
10/23	MNPS not in session	2/17	Directors' Meeting		
11/3	MNPS not in session	2/26	Last day to upload GOLD documentation		
11/5	Items due to UWGN	3/5	Items due to UWGN		
		3/5	GOLD Winter checkpoint		

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



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Site Location Map



Date	Class	Teacher	Focus/Activity/ Quick Notes
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

REFLECTION

DATE:

Coach's Notes: How will you support teacher with implementation? Did you learn anything?	Teacher's Notes: What went well? What would you change? What did you learn?

POST CONFERENCE/ ACTION PLAN

DATE:

Coach To-do List	Teacher What do you need for implementation?

Teacher Signature: _____

Instructional Coach Signature: _____



Coaching Guide

DATE: _____

Overall Goal

To maintain a classroom environment that is content-rich, engaging, and intentional. Measurable with classroom & student assessments, both formal and informal; 85% of students achieving benchmarks on PALS and GRTR assessments and 4 or higher on ELLCO assessment.

REALITY

List all coaching needs observed in the past 4 weeks	
What are the barriers?	
What learning opportunities are present to drive student outcomes?	
What strategies will you use to take advantage of the opportunities and overcome the barriers?	

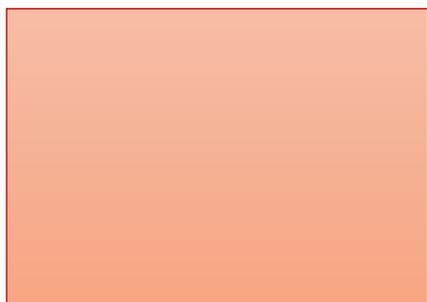
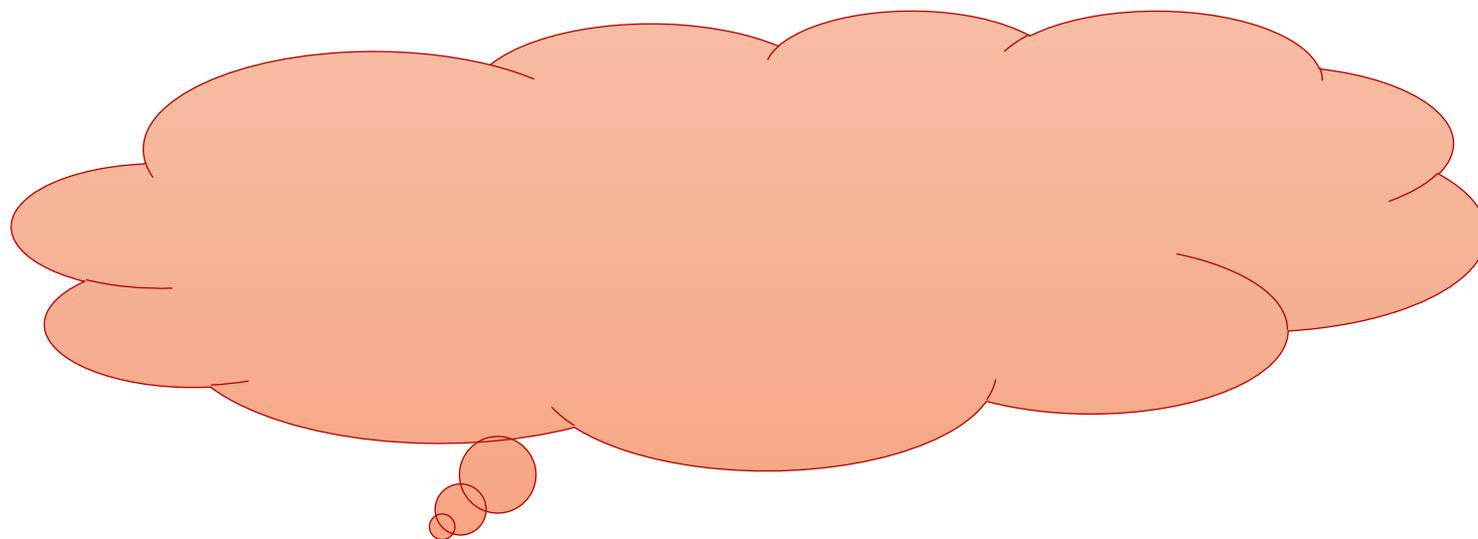
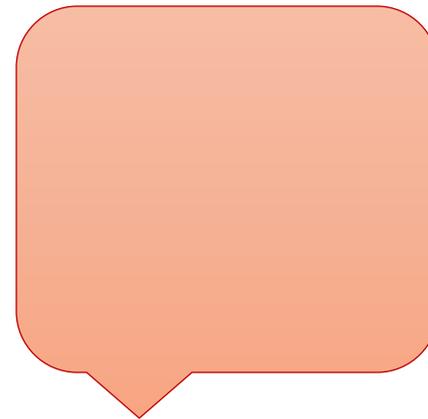
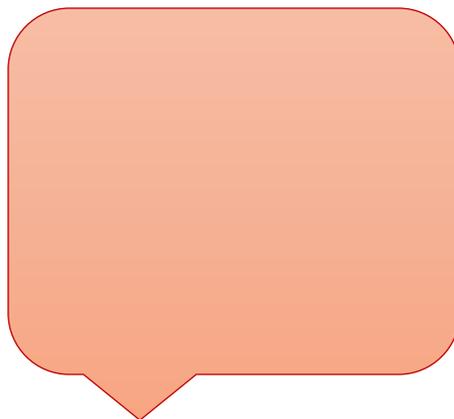
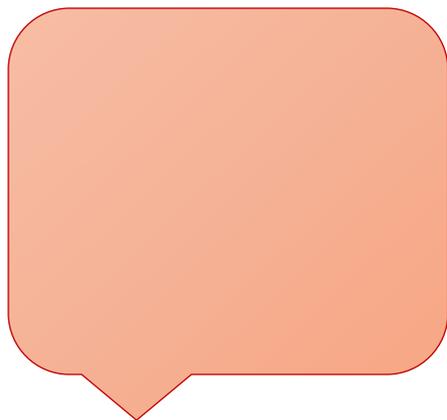
SMART GOALS

Insert 2 coach goals to be achieve by teacher (We statements)	
Insert 2 goals teacher wants to achieve (I statement)	

EVALUATION

Was the student goal achieved?	
What is the data telling us?	
Were the goals achieved? Was there measurable progress?	
What next?	

ACTIONS & TIMELINE





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Coaching Model



+
Adapted from mshouser.com and the Oklahoma Instructional Coaching Institute

The RTS Coaching Model was developed by its instructional coaches and the RTS manager in 2012 after attending the Oklahoma Instructional Coaching Institute conference. Using methods learned from the institute and others from instructional coaching communities, RTS created a model that would directly impact child outcomes through teacher potential. The model continues to evolve to stay abreast of coaching best practices.

Last updated in 2016

Coaching Methods

Practice-based Coaching

1. Demonstration
2. Observation
3. Shadow
4. Side-by-Side

Responsive Coaching

5. Individualized Coaching
6. Coaching Conversations
7. Assignments
8. Partnership Learning

Coaching Method Definitions

1. **Demonstration:** Coach is the teacher and s/he performs the skill(s) s/he and the teacher(s) are attempting to improve. Teacher(s) observe(s) and take(s) notes.
2. **Observation:** Coach watches teacher(s) perform a skill and provides written suggestions on ways to improve. Teacher(s) implement(s) suggestions.

3. **Shadow:** Coach is the teacher and performs the skill(s) s/he and the teacher(s) are attempting to improve. Teacher(s) observe(s) then demonstrate the skill(s) observed.
4. **Side-by-Side:** Teacher(s) conduct(s) instruction as coach stands/sits next to him or her to offer tip on how to improve current activity and/or skill. Teacher will make notes of tips and continue to implement as best practices.
5. **Individualized Coaching:** Coach attends to the needs of individual teachers and provides appropriate support to build potential. Teacher and coach work as a team to devise a written action plan to which both parties are accountable.
6. **Coaching Conversations:** Coach and teacher(s) will have professional conversations about team and/or individual needs to improve teacher potential and child outcome. Teacher and coach work as a team to devise next steps to which both parties are accountable.
7. **Assignments:** Coach will provide articles, books, videos, workshops and other beneficial resources to teachers for review. Teacher will complete assignment and a written reflection on the benefit(s) of the provided resource.
8. **Partnership Learning**
 - a. Coach/teacher or teacher/teacher attend a professional development, conduct an observation together, or complete an activity. Teacher and coach reflect during a coaching conversation and document what will be implemented.
 - b. Teacher works with coach or another teacher to observe the modeling of a skill.

Coaching Process

The coaching process considers the needs of the RTS population as well as the needs of individual sites, classrooms, and teachers. There are 4 steps in the RTS Coaching process. Depending on the coaching method used, some steps may be combined.

1. Pre-conference
2. Coaching Session
3. Reflection
4. Post-Conference (Action Plan)

The Preconference depicts the detail of the coaching process. Coach refers to coaching schedule and/or individual teacher needs and works with the teacher to decide the time, location and activity they will work on together. The preconference is never combined with any other steps in the process. Scheduling and proper prior planning builds a relationship of trust and respect for both coach and teacher.

The Coaching Session is the step where most of the learning occurs. The session varies in structure depending on the coaching method. Read below for detailed descriptions:

1. **Demonstration:** coach performs the agreed upon activity and teacher observes. Coach then returns to observe the teacher implement the skills s/he observed during the demonstration. (2 steps)
2. **Observation:** coach observes teacher and takes notes. Coach provides teacher with written suggestions on ways to improve. Teacher, using coach's suggestions, implements improvements for coach to observe during the second observation and takes notes. (3 steps)
3. **Shadow:** coach performs activity while teacher observes and takes notes. Teacher performs activity immediately after coach. Coach provides feedback as needed prior to returning to observe teacher implement skill and take notes. (4 steps)
4. **Side-by-Side:** coach observes teacher conduct activity as s/he periodically offers ways to improve and take notes. Coach and teacher informally discuss reasoning for coach's suggestions. Coach returns to observe implementation of feedback given. (3 steps)
5. **Individualized coaching:** coach determines the need then chooses the most appropriate coaching method and executes.
6. **Coaching Conversations:** coach drafts an agenda with a list of topics of discussion. The reflection and post-conference happen during the meeting. If topics discussed are not implemented within two weeks, coach needs to follow-up appropriately. (1 step)
7. **Assignments:** coach will provide assignment after preconference has been completed. Teacher and coach will complete assignment as depicted in preconference. (2 steps)
8. **Partnership Learning:** Coach and teacher or teacher and teacher will complete agreed upon activity and document appropriately. (1 step)

The Reflection provides time for both coach and teacher to discuss the process and assess the benefits gained during each coaching session. The reflection is the step of the process that allows for internalization. (This is led by the teacher, and coach guides to a-ha moments)

The Post-conference: (Action Plan) describes tangible items that will be implemented and executed to continue to build on skills.

The RTS Coaching forms below may be used for documentation purposes for the practice based coaching methods only but is not mandatory. All other forms of coaching are documented at coach's discretion.



Coaching Form

Teacher:	Literacy Coach:
Coaching Method:	Video: Yes No
Objective of Coaching Session:	

PRE-CONFERENCE

Date:

COACHING SESSION Observations/Data Collection

COACH'S NOTES (Discussion take-away, Observations 1 & 2 where applicable) DATE:	TEACHER(S)' NOTES DATE:

REFLECTION

DATE:

COACH'S NOTES:	TEACHER(S)' NOTES:

POST CONFERENCE/ ACTION PLAN

DATE:

COACH	TEACHER

Teacher Signature: _____ Instructional Coach Signature: _____

Coaching Form

Teacher:		Technique:	
Coach:		Video:	Activity: Objective:
PRE-CONFERENCE	STEP 1 Date:	The Coach Will:	
		The Teacher Will:	
OBSERVATIONS 1 & 2	STEP 2 and 3	Coach Observ. Notes:	Date:
		Teacher Observ. Notes:	Date:
POST CONFERENCE	STEP 4 Date:	REFLECTION (Coach Notes)	
		REFLECTION (Teacher Notes)	
Action Plan:		Action Plan:	

IC's Signature: _____

Teacher's Signature: _____



Read to Succeed Pre-K Instructional Coach Expectations

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

Instructional Coaches, as part of Read to Succeed, provide continuous, differentiated coaching to RTS Pre-K teachers based on each teacher's Coaching Guide. Coaching is intentionally delivered and documented based on teacher, coach, and site needs.

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. RTS coaching interactions may include:

- The RTS Coaching Process (including videotaping)
- Individual meeting (including data discussions)
- Group meeting (including data discussions)
- Incidental modeling
- Teacher-initiated problem solving
- Resources of professional interest
- Peer Shadowing
- 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 may include:

- The RTS Coaching Form
- Meeting agendas and minutes
- Resources shared
- Notes, emails, or other documentation of conversations or coaching instances
- Peer Shadowing should be documented by the shadowing teacher and include: objectives (date, time, teacher shadowed, purpose, notes and final take-aways)

Every week an IC will:

- Check on previous week's GOLD objectives
- Conduct "drive-by" classroom observations
- Update GOLD information
- Print weekly "Documentation Status Report" and highlight objectives for the following week using the data collection plan (*add missing objectives from previous week*)
- Support CD skills for the current brain state focus
- Support PK teachers in implementing CD structure for the month

Every month an IC will:

- Attend Conscious Discipline Action Team (CDAT) site visit
- Attend IC meeting or Joint RTS meeting
- Assist site leadership in updating “Teacher Demographic Workbook” to submit to UW
- Use data from reports, observations, coaching guide, and teacher requests to derive coaching needs for coaching sessions each month
- Purchase items required for curriculum implementation.

Every quarter an IC will:

- Attend all RTS PD sessions that they have teachers attending
- Conduct a parent workshop
- Conduct the RTS Classroom Checklist on all RTS Pre-K classrooms
- Review GOLD “Classroom Profile Report”

Every year an IC will:

- Coordinate reading incentives for the Lending Library (5 minimum)
- Conduct student assessments:
 - Phonological Awareness Literacy Screening – 3 instances yearly – 4-year-old students only
 - Get Ready To Read – 2 Instances yearly – all RTS Pre-K students
- Attend 2 conferences that support the professional development goals of the coach. One of these should be a Conscious Discipline institute or workshop.

The RTS Pre-K Platter

- **RTS Pre-K Instructional Coach Expectations**
 - Monitor the classroom environment through:
 - Continual observation
 - The RTS Classroom Checklist (quarterly)
 - Monitor student achievement through:
 - Monitoring GOLD data
 - Administering student assessments
 - Get Ready to Read (GRTR) (2 times annually, all students)
 - Phonological Awareness Literacy Screening (PALS) (3 times annually, rising Kindergarteners only)
 - Engage RTS families in their child's education through:
 - Building relationships with RTS families
 - Facilitating parent workshops (4 annually)
 - Promoting use of the Lending Library through Reading Incentives (4 annually)
 - Providing training and support on Conscious Discipline
 - Support preschool and pre-K teachers through:
 - Attending all training that their teachers attend
 - Building relationships with RTS teachers and site administration
 - Continue to improve practice through attending professional development
 - Facilitating professional development based on need
 - Individualized coaching based on teacher-identified needs and goals.
 - Providing curricular materials to support instruction
 - Providing training and support around academic curriculum, Conscious Discipline, and best practices.
 - Be a liaison between United Way and the RTS site through:
 - Attending IC and Joint RTS meetings and others as applicable
 - Building relationships with the UW team
 - Provide data to UW (i.e. teacher demographics)

- **What does coaching in the RTS program look like?**
 - We are coaches. We walk alongside our teachers as thought partners to support their growth and development. We are not administrators and are thus able to build the trusting relationships needed to foster the growth of our teachers.
 - We are supported to learn and grow professionally through researching best practices and attending conferences and trainings.
 - We are directly involved in helping the community and empowering families.
 - We experience fellowship with other ECE professionals that are also committed to the work.
 - We work with students, but with a different level of responsibility than the teacher.
 - We get to do work about which we are passionate.

- **Collective Commitments**
 - We commit to practicing the Conscious Discipline skills that allow us to use executive skills such as:
 - Effective time management and organization to meet the needs of students, families, teachers, administration, funders, and ourselves
 - Reflective listening to promote solution-focused conversations
 - Being present both physically and mentally at meetings to promote efficiency and continued progress
 - We commit to having a growth mindset so that we can be open-minded and flexible enough to try new ideas and new ways of practice. We understand that we never stop learning. We will provide input and will participate in the development of new resources.
 - We commit to spreading the word about our work as a model ECE program that exists to support the educational and life success of our students.

Job Profile

Job title: Pre-K Instructional Coach

Department: Community Impact

Reports to: Partner Agency Director

Supervises: N/A

FLSA Status: Exempt

Position Objective: *The Pre-K Instructional Coach contributes to the efforts of United Way of Metropolitan Nashville (UWMN) by ensuring Read to Succeed's core elements are implemented with fidelity and in accordance with brain-based research and best practices in order to ensure teachers and families are equipped to guide children participating in the program to become kindergarten ready. This position also serves as a liaison between the community-based site and UWMN in the interest of supporting teachers, families, and administrators in excellence in early childhood education. The Pre-K Instructional Coach is a leader in the education arena; 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 RTS Pre-K 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 necessary to be successful in preparing children to be kindergarten ready.
- Monitors RTS Pre-K teacher and student progress over time using the Read to Succeed checklists, classroom observations, Teaching Strategies GOLD, and individual student assessments in order to gather essential data needed to see what is working and target areas for quality improvement.
- Conducts individual and small group intervention with RTS Pre-K students in order 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 UWMN in order to keep Read to Succeed Pre-K teachers abreast of best practices, techniques, and advancements in early childhood education.

Stakeholder Communications

- Collaborates with UWMN 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 in order to share success stories and promote continued engagement.
- Recruits, trains, and manages volunteers (normally 2-4 per month) in interest of providing increased opportunities for children to practice academic and social-emotional skills.

- Meets, plans, and collaborates with instructional coaches, teachers, and administrators in order 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 in order to promote the use of the library and increase the book check out rate.
- Plans and implements 4 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 4 family academic and/or social emotional workshops in order to educate families on ways they can support their children to success and encourage families to be a partner with schools.
- Communicates to families about their child's progress, and to share tools to support continued success.

Professional Development

- Attends and utilizes methodologies from multiple professional development opportunities a year in order to stay abreast of current 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 in order to assist the children in achieving learning outcomes.
- Explores and identifies education best practices, techniques, and advancements to ensure teachers are being given the best tools to continue to advance the program and to guarantee program standards and licensure requirements are being maintained.

Qualifications:

- *Education:*
 - Master's Degree in early childhood education, child development, or family studies. A bachelors' degree in a related field with 5 years applicable experience may be substituted for the Master's degree.
- *Experience:*
 - Direct curriculum implementation and instruction in a professional early childhood environment: 3 years
 - Coordinating and facilitating professional development trainings; 3 years
 - Drafting and conducting student and classroom assessments; 3 years
 - Small group and differentiated instruction: 3 years
 - Experience serving an at-risk or special needs community: 3 years
- *Knowledge:*
 - Early Childhood Curriculum (From birth to grade 3)
 - Social emotional and academic development
 - Early Education Assessments
 - TN 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 products, especially 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 volunteer, advocate, and give;
- *Relationship Management:* Builds relationships internally and externally with all teachers, community members, and organizational stakeholders in efforts to grow and sustain enthusiasm of UWMN’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 that 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.

I, _____, acknowledge review of this job description.

Employee/Applicant signature: _____ Date: _____

Supervisor signature: _____



ENROLLMENT FORM

Child's Name (First, then Last)

Child's Preferred Name

Child's Date of Birth

Child's Age

Child's Gender

F	M
---	---

Enrollment date

Child's Race & Ethnicity (Nationality)

Child's Primary Language

IEP

YES	NO
-----	----

Free/Reduced Lunch

YES	NO
-----	----

TEACHER(S)' NAMES

SITE/CENTER

I hereby consent to give United Way of Metropolitan Nashville access to my child's assessment results. The data will be used to evaluate the impact of the Read to Succeed program.

PRINT GUARDIAN'S NAME

SIGNATURE



Formulario de Inscripción

Nombre del niño (nombre, apellido)

Nombre preferido del niño

Fecha de Nacimiento del Niño

Edad del niño

Sexo del niño

F	M
----------	----------

Fecha de Inscripción

Raza del niño y pertenencia étnica (nacionalidad)

Lenguaje principal del niño

Plan de educación individualizada

SI	NO
-----------	-----------

Almuerzo gratis / reducido

SI	NO
-----------	-----------

Nombres de los maestros

SITIO / CENTRO

"Por el presente doy mi consentimiento para que United Way of Greater Nashville acceda a los resultados de la evaluación de mi hijo(a). Los datos se utilizarán para evaluar el impacto del programa Read to Succeed."

Nombre del Guardián

FIRMA



Teacher Yearly Progress and Achievement

NAME:

ACADEMIC YEAR:

SITE:

PERIOD	NEED(S)	GOALS	RESOURCES
FALL	What are the various needs in your classroom? (Teacher(ELLCO), student(GOLD), and family needs)	List 2 academic goals you want to attain in your classroom this year (GOLD, student assessment, Etc.)	List resources will you need to achieve your goals and meet the needs in your classroom.
List 1 personal goal that will hone your skills as a teacher.			
Which goal would you prefer to work on first? What can you do now?			
WINTER	Have the needs in your classroom changed? Are they the same?	Have you mastered any of the goals set in the Fall? Are there new goals to consider?	List all resources, new and current, you believe will help you meet the needs in your classroom and help achieve all goals.
Take a second to reflect on your Fall period. What conclusions can you draw? What opportunities can you seize?			
SPRING	REFLECTION-- Recap the academic year by sharing your observations from coaching, student and classroom assessments, and Conscious Discipline. What are areas of growth and opportunities for growth for you and your coach?		

PERIOD	NEED(S)	GOALS	RESOURCES
FALL (CONT.)			
WINTER (CONT.)			
<p>Take a second to reflect on your Fall trimester. What conclusion can you draw? What opportunities can you seize? (CONT.)</p>			
SPRING (CONT.)			



UNITED WAY
READ
TO SUCCEED

10 Principles of Positive Discipline

Positive Discipline demands that you understand your children
(Personalities)

Positive Discipline demands that you have knowledge of child
development

Positive Discipline holds the adult accountable as models for positive
behaviors

Positive Discipline demands that you keep your **COMPOSURE**
(I am calm, I am safe, I can help this child learn)

Positive Discipline demands that you see the world from the child's
point of view as well as your own

Positive Discipline clearly and assertively communicates what **TO DO**

Positive Discipline teaches, it does not punish

Positive Discipline demands that you be in relationships with children

Positive Discipline looks for **SOLUTIONS** not blame

Positive Discipline always communicates with the intention of **LOVE**



Conscious
Discipline®

Power #1: The Power of Perception

Key Phrase:

No one can make you angry without your permission.



Phrase for Success:

"I am safe. Keep breathing. I can handle this."

Skill #1: Composure

Key Phrase:

"You're safe. Breathe with me. You can handle this."



Formula for success: STAR Breathing

Smile/Stop

Take a deep breath

And

Relax

Power #3: The Power of Attention

Key Phrase:

What you focus on, you get more of.



Phrase for Success:

"Did you like it? Tell your friend, 'I don't like it when you butt in line. Please go back to your space and wait your turn' Try it now for practice."

Skill #3: Assertiveness

Key Phrase:

When in a situation where two children are in conflict, always go to the victim first.



Formula for success:

1. Ask, "**Did you like it?**"
2. Say, "**Tell your friend, 'I don't like it when you (Hurtful action)'. Please (New skill).'**"

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

November Commitment:

"I commit to notice and encourage the positive actions of my students. I will verbalize those actions and their impact on others without judgement, because what I focus on is what I will get more of."

Power #2: The Power of Unity

Key Phrase:

We're all in this together.



Skill #2: Encouragement

Key Phrase:

"That was helpful." "Good for you!" "You did it!" "Way to go!"



Formula for success:

You (describe action in detail without judgement), SO (describe how action impacts others). That was helpful.

Skill #2: Examples

"Jordan, you pushed your chair in after snack so that no one would trip over it and get hurt. You helped keep the classroom safe. Way to go!"

"Ryan, you cleaned up when Miss Lauren asked so that we could get ready for circle time. That was helpful. Good for you!"

Skill #2: Practice

Create some encouragement scenarios of your own!

1. You _____, so _____ . That was helpful.
2. You _____, so _____ . That was helpful.
3. You _____, so _____ . That was helpful. Way to go!

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

Power #4: Free Will

Key Phrase:

The only person you can make change is yourself.



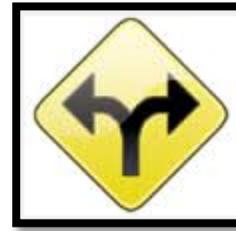
January Commitment:

*I commit to take responsibility for my choices. I understand that if I choose to believe that others are making me behave in certain ways I give my power away, stress my body, and put myself in the frame of mind to blame and punish someone.
(Bailey, 2000, p.139).*

Skill #4: Choices

Key to Success:

“Which is best for you?”



Example:

It's time to get dressed. You have a choice! You may put on your pants first or your shirt first. Which is best for you?"

Skill #4: The 5 Steps

Step 1: Breathe deeply and make a conscious decision to focus on what you want the child to do.

Step 2: Tell the child, “You have a choice!” in an upbeat tone.

Step 3: Clearly state two choices that will achieve the goal.

Step 4: Complete the process by asking the child for a commitment.

Step 5: Notice the child's choice.

Formula for Success

It's time to (desired action). You may (first acceptable choice) or (2nd acceptable choice).

Which is better for you? You chose (student's choice). Good for you!

Skill #4: Practice

Create choice scenarios of your own!

It's time to _____.

You may _____

or _____.

Which is better for you?

You chose _____.

Good for you!

It's time to _____.

You may _____

or _____.

Which is better for you?

You chose _____.

Good for you!

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

Power #5: Love

Key Phrase:

See the best in others.



February Commitment:

I commit to use the Power of Love to see the best in at least two challenging children this year. I understand that by seeing others compassionately, I do not let them off the hook; I simply invite the possibility of self-reflection, solutions and change instead of punishment and blame (Bailey, 2011, p.258).

Skill #5: Positive Intent

“Attributing positive intent creates teaching moments by transforming resistance into cooperation.”



Example:

You wanted Casey to move, so you pushed her. You didn't know what else to do. You may not push Casey, pushing hurts. When you want Casey to move, say: "Move please."
-Bailey, 2000, p.165 & 177.

Skill #5: Formula for Success

You wanted (state the desire),

so you (state hurtful action).

You didn't know what else to do.

You may not (hurtful action),
(hurtful action) hurts.

When you want (state the desire),
Say (teach a new skill).

Skill #5: Practice

Create a positive intent scenario of your own!

You wanted _____,

so you _____

You didn't know what else to do.

You may not _____,
_____ hurts.

When you want _____,
say _____.

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

Power #6: Acceptance

Key Concept:

THE MOMENT IS AS IT IS.



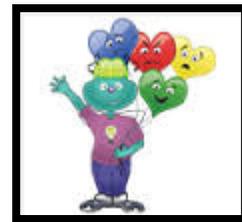
March Commitment:

I commit to use the Power of Acceptance by taking the moment as it is without judgement. Instead of judging, I will work to discern other's feelings and provide the skill of empathy so that they can learn to handle upset themselves (Bailey, 2000 & 2011).

Skill #6: Empathy

Key phrase:

Your face is going like this...



Example:

Your face is going like this. You seem sad. Something happened? You wanted to play in blocks but the center was full. That's hard. Breathe with me, you can handle it.

Skill #6: Formula for Success

Your face is going like this model behavior.

You seem feeling.

Something happened?

You wanted state their desire.

(or you were hoping state their desire).

Skill #6: Practice

Create an empathy scenario of your own!

Your face is going like this. You seem _____ . Something happened?

You wanted _____. It's hard. Breathe with me. You can handle it.

Your face is going like this. You seem _____ . Something happened?

You were hoping _____. It's hard. Breathe with me. You can handle it.

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

Power #7: Intention

Key Concept:
*MISTAKES ARE
OPPORTUNITIES TO TEACH*



May Commitment:
I commit to use the Power of Intention by being willing to make mistakes. Making a mistake does not make me bad. It means that I have the courage to change (Bailey, 2000).

Skill #7: Consequences

Key phrase:
You have a choice.



Example:
You have a choice. You can choose to clean up your toys and go to our art center activity, or you can choose not to clean up and stay in the center and not get to participate in art today. I can see by your actions that you have chosen to clean up your toys. Good for you.

Skill #7: Formula for Success

You have a choice.
You can choose to desired action
and positive consequence,

or
you can choose to hurtful action
and negative consequence.

I can see by your actions that you have chosen to positive or negative consequence.

Skill #7: Practice

Create an empathy scenario of your own!

You have a choice. You can choose to _____ and _____, or you can choose to _____ and _____. I can see by your actions that you have chosen to _____.

You have a choice. You can choose to _____ and _____, or you can choose to _____ and _____. I can see by your actions that you have chosen to _____.

Reference:

Bailey, B. A. (2000). Conscious Discipline: 7 Basic skills for brain smart classroom management. Loving Guidance, Inc.: Oviedo, FL.
Bailey, B. A. (2015). Conscious discipline: Building resilient classrooms. Loving Guidance, Inc.: Oviedo, FL.
Handout created by Courtney Morgan

Connection Requires Four Critical Elements:

Eye Contact



Get down on the child's level to achieve **eye contact** for a brief moment. When eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection, we download inner states into one another. The eyes contain nerve projections that lead directly to key brain structures for empathy and matching emotions. As soon as you have eye contact, download calm, "There you are. You're safe. Breathe with me. You can handle this." "Mirror neurons ensure the moment someone sees an emotion on your face, they will at once sense the same feeling within themselves."
- Daniel Stern

Presence



Being present in the moment means your mind and body are in the same place. Your mind is free from chatter. You are still enough to see the beauty in the child. Presence is about acceptance as we join together to share the same moment. The present moment is where joy lies. Relax into it.

Touch



Touch is the only sense we cannot live without. The skin and brain are made up of the same embryonic tissue. The skin is the outside layer of the brain. Touch creates a hormone that is essential to neural functioning and learning. If we want smart, happy kids, then we need to provide more appropriate, caring touch.

Playfulness



Playfulness helps build bonds and creates a biochemistry in the brain for dopamine. Dopamine says, "Pay attention, stay focused." Playful situations strengthen the dopamine system, increase attention spans and boost social development.



Traditional Discipline

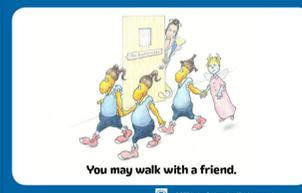
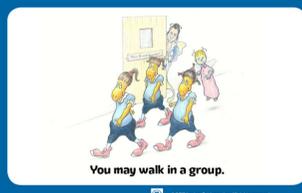
vs



Conscious Discipline®

First Warning

Choice to Be Helpful



Second Warning

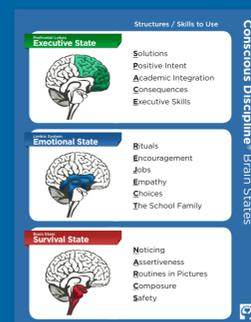
Choice of Safe Place



Loss of Privilege

Behavior Plan

Increase safety, connection and problem-solving



Call to Parents

Logical Consequences



Effective Lesson Preparation Strategies



1. PLAN, PLAN, PLAN



2. Read instructions, books, and other materials prior to the lesson.



3. Take notes(while reading it is helpful to have sticky notes to jot down key things you will do and/or touch)



4. Assemble materials prior to lesson



5. Individualize small group instruction



6. Ensure all daily requirements are included in the daily lessons



7. Ask: “How is this activity helpful and effective? What skills does it build?”



8. Plan, plan, plan EVERYTHING

RTS Checklist Observation Guide

This checklist was created by the RTS coaching committee (2016-2017) using a set of researched best practices and traditional RTS standards. The checklist uses a list of standard expectations that is useful for new teachers and instructional coaches when determining responsibilities of the respective parties. The list will also serve as the MODEL each RTS classroom strives to attain. There is an added section under each RTS required skills titled "*Activities and Teacher Behaviors Supporting Skills*" that will aid the coach in growing teachers year after year as it focuses on the behaviors that drive outcomes in the classroom.

The checklist should ideally be completed in one setting but flexibilities are afforded to accommodate for the unpredictability of daily living.

The results of the monthly checklist will drive coaching needs for the following month for each classroom/teaching teams.

The checklist is divided into 6 sections: Curricula, Concepts of Print & Alphabet Knowledge, Oral Language, Phonological Awareness, Mathematics & Science, and a Summary. Each section (*with the exception of the Summary*) is divided into two sections: *Evidence and Activities & Behaviors*. The items in "*Evidence*" do not require additional written evidence. If the item listed is observed then it's a "YES" and if it is not then it is a "NO". The "*Activities and Teacher Behaviors Supporting Skills*" Section is for all activities and teacher behaviors supporting the respective skill/section of the checklist. The Summary lists the strengths, areas of growth, and next steps.

All questions/concerns should be directed to the coaching committee in written form (email) in order to effectively respond in a way benefiting and advancing the program.

Name: _____
 Name: _____

Theme: _____
 Date: _____



CHECKLIST OBSERVATION

CURRICULA: ACADEMIC & CONSCIOUS DISCIPLINE

EVIDENCE	Yes or No	Activities and Teacher Behavior Supporting Curricula (List examples)
Lesson plans are posted.		
Teacher is observed using the lesson plan to build instruction around the theme.		
Theme / topic of study related books are evident (5+).		
Theme / topic of study related materials are evident throughout the classroom (children's work, teacher dictation, conversations, etc.).		
Conscious Discipline structures are present and depict evidence of use.		
Conscious Discipline language is used.		
Picture schedule is present.		
Routines (schedule) are observed to facilitate transitions.		
Teacher intervention is calm, non-threatening, and leads the child(ren) toward peaceful, independent solutions.		

CONCEPTS OF PRINT & ALPHABET KNOWLEDGE

EVIDENCE	Yes or No	Activities and Teacher Behavior Supporting skills (List examples)
Alphabet is posted at eye level near the large group area & in the writing center. Alphabet Knowledge activities are observed.		
Teacher models conventional print.		
Children are observed writing.		
*Examples of large group literacy are posted (4-6) (Morning message, chart, word web, etc.).		
*Examples of children's writing are posted (4-6).		
*Examples of teacher dictation are posted (4-6).		
3-6 types of writing accessories accessible in the writing center (pens, stencils, stamps, etc.)		
3-6 or more types of paper accessible in the writing center.		
Children's name cards are present in the writing center.		
Theme / topic of study specific vocabulary words are available in the writing center.		
Writing materials are available in centers. This includes, but is not limited to: blocks, dramatic play, science, & math.		

Examples can be used in multiple areas

Name: _____

Theme: _____

Name: _____

Date: _____

ORAL LANGUAGE: READING AND EFFORTS TO BUILD VOCABULARY

EVIDENCE	Yes or No	Activities and Teacher Behavior Supporting skills (List examples)
Books are available in every center; specifically, blocks, dramatic play, art, science, & math.		
8-10 books per child are accessible throughout the classroom.		
Classroom libraries have an ample number of books to support student needs (26+).		
Large and/or small group readings are observed. (Teacher & IC should monitor 1-1 correspondence of words or tracking during lrg & sm. group reading sessions)		
Center related/familiar words are present in every center; specifically, dramatic play, blocks, art, science, & math.		
Vocabulary words (words of the day) are posted and used in multiple settings to facilitate comprehension.		
Computers and listening center are accessible and used by children.		
High-order questioning is observed.		

PHONOLOGICAL AWARENESS & ALPHABET KNOWLEDGE

EVIDENCE	Yes or No	Activities and Teacher Behavior Supporting Skills (List Examples)
Phonological terms are used during instruction (rhyming, alliteration, onomatopoeia, syllables, onset & rime, etc.)		
Examples of phonological awareness observed in multiple settings		

MATHEMATICS & SCIENCE

EVIDENCE	Yes or No	Activities and Teacher Behavior Supporting Skills (List Examples)
Loose parts are present in 1-2 centers.		
Activities supporting math are observed (counting, 1-1 correspondence, seriation, comparing, sequencing, patterning, spatial relationships, classifying, and measuring).		
High order questioning using subject specific terminology is observed		
Evidence of theme / topic of study-related math and/or science activities are observed.		

SUMMARY: Strengths, Areas for Growth, and Next Steps

Examples can be used in multiple areas



Data Collection Calendar

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 are 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 Date:	13, 24	25	31	23, 33	36
Week 2 Date:	29, 30	34, 35	26, 27	32	20b
Weeks 3 and 8 Dates:	1a, 2c	8a, 9b	1c, 3a	3b, 11c	4, 5, 6
Weeks 4 and 9 Dates:	7a&b, 28	1b, 2a	8b, 12b	2b, 14b	9a&b, 11d
Weeks 5 and 10 Dates:	11e, 14a	9c, 12a	2d, 10b	9d, 10a	11 a & b
Weeks 6 and 11 Dates:	15 a & b	15c, 16b	15d, 16a	17 a & b, 18b	19 a & b
Weeks 7 and 12 Dates:	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	13, 21a, 21b, 22a, 22b, 22c
1b, 2a, 8b, 12b	9d, 10a, 10b, 25	17a, 17b, 18b, 23, 24	

DATES TO REMEMBER:

FALL PERIOD: August 10th to November 13th, 2020 with checkpoint deadline on November 20th, 2020

WINTER PERIOD: November 23rd to February 26th, 2021 with checkpoint deadline on March 5th, 2021

SPRING PERIOD: March 8th to June 4th, 2021 with checkpoint deadline on June 11th, 2021

SUMMER PERIOD: June 14th to July 30th, 2021 with checkpoint deadline on August 6th, 2021

Objectives for Development & Learning

Birth Through Third Grade

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

*Objectives for Development & Learning—Birth Through Third Grade, continued***Mathematics**

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



TSG PREPARATION TIP SHEET

GOLD is an assessment tool, calling for the natural observation and assessment of children. As a result, your activities and routines should not change. Your assessments take the form of observations you make during your interactions with the children while teaching.

Steps are as followed:

1. Complete and/or customize your lesson plans for the month or at least two weeks in advance.
2. Choose objectives to observe each day and add it to your lesson plan.
3. Directly tag each chosen objective(s) to activities on the lesson plan using the FS/GOLD Crosswalk.
4. Divide your classrooms in halves or thirds so each teacher is responsible for one set of children for which they are collecting documentation. *(This may rotate to ensure all teachers are familiar with all students' performance levels).*
5. Using an observation system of your making, *(See anecdotal notes form examples)* collect evidence throughout the day/week to demonstrate children's performance level.
6. During your planning time, upload documentation online and level the objective on a daily basis. When uploading, tag other related objectives. **(Note: This is not done while you are teaching)**
7. Print out the "documentation status" report on a bi-weekly basis to collect documentation in an organized fashion.
8. Two weeks before checkpoints, finalize your levels and generate report to share with families.
9. Share reports with families and keep a signed copy.

PACING GUIDE SUGGESTIONS

(You should be able to collect at least one piece of documentation for each objective for each child in your classroom daily or every two days)

1. Concentrate on 2 objectives per day for the whole class. *(See step 6 above)*
2. Concentrate on 4-5 objectives every two days; do half the class on day 1 and the half on day 2. *(Note: the 4-5 objectives chosen are related objectives) (See step 6 above)*
3. Divide the number of objectives you have to collect evidence for by the number of days in the checkpoint period. The number you get will give you the exact number of objectives you should have on a daily basis.
4. Create a plan for collecting documentation with which you are comfortable.



Classroom Standards Checklist

Conscious Discipline:

- ✓ 2-3 classroom structures present including the safe place
- ✓ Picture Schedule
- ✓ Connection activities incorporated in the daily routine
- ✓ Positive language usage

Books in the classroom:

- ✓ At least 5 factual/information books
- ✓ At least 5 theme related books on display
- ✓ A total of 10 books per child on roster available to children (including the classroom library books)
- ✓ At least 2 full group theme-related book readings daily
- ✓ Use of strategies for engagement and comprehension

Library Center:

- ✓ Orderly and inviting
- ✓ Soft materials present
- ✓ Books range in difficulty levels
- ✓ At least 26 books present
- ✓ Books in good condition (no torn or damaged books)

Writing Center:

- ✓ Visible alphabet
- ✓ Word cards with children's names and theme specific words
- ✓ 3-6 types of paper accessible
- ✓ 3-6 types of writing accessories available: pens, pencils, stencils, stamps, etc.)
- ✓

Other centers:

- ✓ At least 4 books present; especially in dramatic play, art, science, blocks, and math
- ✓ Center related word card are present; especially in dramatic play, art, science, blocks, and math
- ✓ Writing materials available in centers; especially in dramatic play, art, science, blocks, and math

Classroom and literacy best practices:

- ✓ Curriculum is implemented
- ✓ Writing (in large and small group) by teacher(s) and children
- ✓ Modeling writing and helping children write

- ✓ Reading (with one child, in small, and in large groups)
- ✓ Teachers travel from center to center and makes use of high order questioning
- ✓ Teachers incorporate 3 transition warnings for every transition
- ✓ Teachers provide at least three theme-related activities
- ✓ Teachers model the behaviors (s)he wishes to see
- ✓ Teacher dictation (when you ask them what they wrote or drew and you write it on the paper for them)
- ✓ Teachers encourage children to converse with adults and peers
- ✓ Teachers conduct small group instruction
- ✓ Teachers monitors the length of her large group activities
- ✓ Alphabet puzzles
- ✓ Puzzles with words
- ✓ 4-6 examples of large group literacy posted (morning message, chart, word web, graph, etc.)
- ✓ 4-6 examples of children's writing posted
- ✓ 4-6 examples of teacher dictation posted
- ✓ Writing props in dramatic play (menus, phonebooks, maps, clipboards, newspaper, etc.)
- ✓ Children have an opportunity to practice skills in the following areas daily:
 - Phonological Awareness
 - Alphabet Knowledge
 - Writing
 - Oral language: at least 2 new vocabulary words explicitly taught and used throughout the day
 - Environmental Print
 - Reading
 - Mathematics & Science

Overall:

- ✓ Theme is evident
- ✓ Lesson Plans are posted
- ✓ Centers are clearly labeled
- ✓ Loose parts are present in 1-2 centers
- ✓ Materials are accessible to children (not too high on shelves)
- ✓ Materials are in good condition (nothing broken or damaged)
- ✓ Parent board facilitate home-school connection
- ✓ Activities foster diversity





Onboarding Training Certificate

Check the completed trainings and record the total number of hours on the front of your certificate.

Completed reflection forms available upon request.

Name: _____

Center: _____

Start Date: _____

Completed Date: _____

Infant/Toddler and Floater Teachers (Ages 0-3)

- RTS Overview (1 1/2)
- Conscious Discipline (2)

Total: _____

Instructional Coaches

- RTS Overview (2)
- RTS Coach Overview (6)
 - Coach Training (2)
 - Coaching Visits (2)
 - Observation Visits (2)
- Conscious Discipline (2)
- Teaching Strategies GOLD (2)
- Frogstreet (Threes and Pre-K) (4)
- Assessment Overview (1)

Total: _____

Pre-K Teachers (Ages 3-5)

- RTS Overview (2)
- Conscious Discipline (2)
- Teaching Strategies GOLD (2)
- Frogstreet (Threes or Pre-K) (2)
- Assessment Overview (1)

Total: _____

Directors

- RTS Overview (2)
- RTS Director Overview (4)
 - Contractual obligations (1)
 - Reporting (2)
 - Culture (1)
- Conscious Discipline (2)
- Teaching Strategies GOLD (2)
- Frogstreet (Threes and Pre-K) (4)
- Assessment Overview (1)

Total: _____



Education Workshop Catalog

United Way of Metropolitan Nashville

List by Training Title

Implementing STEAM

1. Introduction to Using the Outdoor Classroom
2. Early Math Matters

Literacy Best Practices

3. Bringing Nursery Rhymes to Life
4. Introduction to Storytelling in the Early Childhood Classroom
5. Phonological Awareness in the Early Childhood Classroom

Methods of Success

6. Trauma-Informed Practices to Support Dual Language Learners
7. Supporting Student Conversations
8. Using Higher Order Questions to Support Inquiry
9. An Introduction to Inquiry in the Early Childhood Classroom
10. The Magic 8 Professional Development Series
 - I. Reducing Time Spent in Transitions
 - II. Creating a Positive Climate
 - III. Increasing Teacher Listening and Child Talk
 - IV. Improving Level of Instruction
 - V. Promoting Associative and Cooperative Interaction
 - VI. Planning Sequential Activities
 - VII. Proving Early Math Opportunities
 - VIII. Promoting High Levels of Learning Engagement

Social Emotional Learning Best Practices for Children and Adults

11. Conscious Discipline
 - I. Conscious Discipline for Infants and Toddlers
 - II. Conscious Discipline for Preschool and Pre-K
 - III. Conscious Discipline for K-12

12.The Role of Life Experiences in Shaping Brain Development (ACEs)

13.Leadership Essentials

14.An Introduction to Supporting Positive Staff Relationships

15.Self-Care is Quality Care

Part of the Trauma-Informed group of trainings

Custom Trainings Available

Contact Elandriel Lewis, elandriel.lewis@unitedwaygn.org, to schedule or for further information.

Training Descriptions

Implementing STEAM

1. Introduction to Using the Outdoor Classroom
 - a. Time spent outdoors has been proven to promote children's creativity, problem solving, and intellectual and social-emotional development. In this session, explore new ways in which to incorporate your outdoor space into your classroom schedule. Developed by UWMN.
 - b. Length: 1 and 2-hour sessions are available
2. Early Math Matters
 - a. Early math fluency has been shown to be one of the biggest indicators of future literacy and school success. Unfortunately, many early childhood educators are uncomfortable with teaching math. This session will provide an introduction to why teaching math is important in early childhood, and simple techniques to embed mathematical learning throughout the day. Developed by UWMN.
 - b. Length: 1 and 2-hour sessions are available.

Literacy Best Practices

3. Bringing Nursery Rhymes to Life
 - a. Knowledge of nursery rhymes is one of the most important predictors of future literacy success. In this session, explore new ways to bring movement and play into your classroom through nursery rhymes to engage students in this important component of early literacy. Developed by UWMN.
 - b. Length: 1 hour
4. Introduction to Storytelling in the Early Childhood Classroom
 - a. Storytelling builds language fluency, supports a child's cognitive and social-emotional growth and development, and fosters inclusivity and aids in creating the classroom family. In this session, explore and practice the basic skills required to be an effective storyteller. Developed by UWMN.

- b. Length: 1 and 2-hour sessions are available.
- 5. Phonological Awareness in the Early Childhood Classroom
 - a. Phonological Awareness is the understanding of how the sounds of spoken language can be combined, segmented, and manipulated, and is essential to learning how to read. In this session, explore the Phonological Awareness Continuum and develop new ways in which to intentionally support PA skills with young children. Developed by UWMN.
 - i. **Workshops are also available to support individual areas of the PA Continuum (i.e. Rhyming, Alliteration, Sentence Segmentation, Syllable Segmentation, and Compound Words)**
 - b. Length: 1 hour

Methods of Success

- 6. Trauma-Informed Practices to Support Dual Language Learners
 - a. Dual Language Learners face many challenges on the road to academic and life success. Those who engage with Dual Language Learners often struggle with how best to support these students and their families. This workshop will provide you with the trauma-informed best practices to support Dual Language Learners and their families as they face these challenges and find success. Developed by UWMN.
 - b. Length: 1 and 2-hour sessions are available.
- 7. Supporting Student Conversations
 - a. Creating an environment that effectively support student conversations with teachers and peers is one of the most effective ways to support inquiry in your classroom, thus supporting academic and social-emotional learning. In this session, explore how to support student conversations through building in opportunities for children to talk, modeling conversations, and using complex language and vocabulary. Developed by UWMN.
 - b. Length: 1 hour

8. Using Higher Order Questions to Support Inquiry
 - a. Bring inquiry into the classroom supports children's love of learning as well as their skills in communication, problem-solving, and self-regulation. In this session, explore how Higher Order Questioning supports inquiry by encouraging students to find answers themselves and go deeper into learning. Developed by UWMN.
 - b. Length: 1 hour
9. An Introduction to Inquiry in the Early Childhood Classroom
 - a. The use of inquiry-based practices in early childhood is one of the best ways to instill a love of learning in young children, while also delivering content. This session will provide an introduction into using inquiry-based practices in the early childhood classroom through the blocks, dramatic play, and outdoor centers. Developed by UWMN.
 - b. Length: 1 and 2-hour sessions are available.
10. The Magic 8 Professional Development Series
 - a. The Magic 8 Professional Development Series was developed through a collaborative project between Metro Nashville Public Schools and Vanderbilt Peabody Research Institute. The series provides a research-based framework to enhance quality in early learning classrooms. Developed by Vanderbilt University and Metro Nashville Public Schools.
 - I. Reducing Time Spent in Transitions
 - A transition is a prolonged period of time when most of the class is not involved in a learning activity. Reducing transition time can lead to fewer instances of problem behavior, higher involvement in learning, and more time for instruction.
 - II. Creating a Positive Climate
 - Positive classrooms are characterized by responsive teachers who manage behavior and attention challenges, and the social and emotional needs of the children. A positive classroom climate allows children to feel valued and safe, to interact more with teachers and peers, to take academic risks, and to deeply engage in learning.
 - III. Increasing Teacher Listening and Child Talk
 - Talking to teachers and peers allows children to express themselves and builds self-confidence. Children who have opportunities to talk in

their classrooms can develop better pro-social skills and effective ways to communicate. Through conversation with teachers, children develop both vocabulary and syntax.

- IV. Improving Level of Instruction
 - The level of classroom instruction depends on the richness of the interaction between children and teachers and the amount of inference required for the child to participate. Children in classrooms with teachers who engage in higher levels of instruction demonstrate greater gains in vocabulary, math, letter and sight word recognition, self-regulation, and early writing.
- V. Promoting Associative and Cooperative Interaction
 - These different types of interactions between children require increasing amounts of self-regulation, language skills, and social-emotional competence. Associative and cooperative play require students to communicate and work with peers, monitor their own behavior, and adapt to others' needs and expectations.
- VI. Planning Sequential Activities
 - Sequential activities require children to follow logical order or sequence. Children need opportunities to interact with materials and engage in activities that require them to think, plan, and reflect. These activities provide opportunities to practice executive function and self-regulation skills.
- VII. Proving Early Math Opportunities
 - Early math activities are highly engaging for children, promote sequential thinking, and encourage children to work together. They also promote better executive function, greater math achievement, and greater reading achievement.
- VIII. Promoting High Levels of Learning Engagement
 - Engagement in learning refers to one's degree of interest, attention, curiosity, motivation, or passion related to a learning task. Children who are highly engaged in learning activities have more opportunities to deepen their learning and have better self-regulation.

Social Emotional Learning Best Practices for Children and Adults

11. Conscious Discipline

- Conscious Discipline is a trauma-informed, brain-based self-regulation program rooted in neuroscience, child development research and psychology. Conscious Discipline teaches adults to

foster safety and connectedness, unleashing the ability to learn and problem-solve. Both children and adults learn to manage their thoughts, feelings and behaviors, empowering them to reach their goals.

- I. Conscious Discipline for Infants and Toddlers
 - a. These sessions are designed for teachers and caregivers of children birth – 3 years of age. **These sessions fulfill the United Way Read to Succeed programs quarterly professional development requirements.** Developed by UWMN.
 - 1) An Introduction to the Survival State for Infants and Toddlers
 - i. Babies are born in the Survival State, where the focus is solely on safety. This session will provide background knowledge and strategies for supporting the Survival State.
 - 2) An Introduction to the Emotional State for Infants and Toddlers
 - i. The Emotional State develops around the same time language develops in children. In this state the focus is solely on a feeling of belonging. This session will provide background knowledge and strategies for supporting the Emotional State.
 - 3) An Introduction to the Executive State for Infants and Toddlers
 - i. The Executive State begins to develop at 3 and isn't fully developed until 25. Even though infants and toddlers do not have access to their Executive State yet, it is important for adults to model the Executive Skills for children so that they may eventually acquire them. This session will provide background knowledge and strategies for supporting the Executive State.

- 4) Attachment and Attunement (Fall RTS I/T PD)
 - i. Caregivers that are responsive to children's needs establish a sense of security and the development of a healthy attachment model. This session will provide background information and specific strategies to assist in intentionally fostering attachment and attunement in infants and toddlers.
- 5) An Introduction to Baby Doll Circle Time (Winter RTS I/T PD)
 - i. Research shows secure adult-child relationships are a prerequisite for healthy child development. This session will demonstrate how the Baby Doll Circle Time curriculum can provide vital one-on-one connections without increasing staff burdens.
- 6) Healthy Brain Development for Infants and Toddlers (Spring RTS I/T PD)
 - i. Infants and toddlers need more than just food, sleep, and countless diaper changes. This session will provide a framework for understanding and providing for the needs of infants and toddlers to support healthy brain development.
 - b. Length: 1-hour (extended versions up to full day available upon request)
- II. Conscious Discipline for Preschool and Pre-K
 - a. These sessions are designed for teachers and caregivers of children 3 – 5 years of age. Developed by UWMN.
 - 1) An Introduction to the Survival State
 - i. The Survival State develops when we are born and exists throughout our life. In this state the focus is solely on safety. This session will provide background knowledge and strategies for supporting the Survival State.

- 2) An Introduction to the Emotional State
 - i. The Emotional State develops around the same time we develop language and exists throughout our life. In this state the focus is solely on a feeling of belonging. This session will provide background knowledge and strategies for supporting the Emotional State.
 - 3) An Introduction to the Executive State
 - i. The Executive State begins to develop at 3 and isn't fully developed until 25. However, the executive skills can only be learned if they are explicitly taught. This session will provide background knowledge and strategies for supporting the Executive State.
 - 4) The Survival State: The Powers of Perception and Attention and the Skills of Composure and Assertiveness
 - i. This session builds on the Introductory session to provide a more in-depth look at the Survival State.
 - 5) The Emotional State: The Powers of Unity, Free Will, and Acceptance and the Skills of Encouragement, Choices, and Empathy
 - i. This session builds on the Introductory session to provide a more in-depth look at the Emotional State.
 - 6) The Executive State: The Powers of Love and Intention and the Skills of Positive Intent and Consequences
 - i. This session builds on the Introductory session to provide a more in-depth look at the Executive State.
- b. Length: 2-hours (extended version, up to full day available upon request)
- III. Conscious Discipline for K-12

- a. These sessions are designed for teachers and caregivers of children Kindergarten through 12th grade. Developed by UWMN.
- 1) An Introduction to Conscious Discipline and the Brain State Model
 - 2) An Introduction to the Survival State
 - i. The Survival State develops when we are born and exists throughout our life. In this state the focus is solely on safety. This session will provide background knowledge and strategies for supporting the Survival State.
 - 3) The Survival State: The Skill of Composure and the Power of Perception
 - i. This session builds on the Introductory session to provide a more in-depth look at the Survival State skill of composure and power of perception.
 - 4) The Survival State: The Skill of Assertiveness and the Power of Attention
 - i. This session builds on the Introductory session to provide a more in-depth look at the Survival State skill of assertiveness and power of attention.
 - 5) An Introduction to the Emotional State
 - i. The Emotional State develops around the same time we develop language and exists throughout our life. In this state the focus is solely on a feeling of belonging. This session will provide background knowledge and strategies for supporting the Emotional State.
 - 6) The Emotional State: The Skill of Encouragement and the Power of Unity
 - i. This session builds on the Introductory session to provide a more in-depth look at the

Emotional State skill of encouragement and power of unity.

7) The Emotional State: The Skill of Choices and the Power of Free Will

- i. This session builds on the Introductory session to provide a more in-depth look at the Emotional State skill of choices and power of free will.

8) The Emotional State: The Skill of Empathy and the Power of Acceptance

- i. This session builds on the Introductory session to provide a more in-depth look at the Emotional State skill of empathy and power of acceptance.

9) An Introduction to the Executive State

- i. The Executive State begins to develop at 3 and isn't fully developed until 25. However, the executive skills can only be learned if they are explicitly taught. This session will provide background knowledge and strategies for supporting the Executive State.

10) The Executive State: The Skill of Positive Intent and the Power of Love

- i. This session builds on the Introductory session to provide a more in-depth look at the Executive State skill of positive intent and power of love.

11) The Executive State: The Skill of Consequences and the Power of Intention

- i. This session builds on the Introductory session to provide a more in-depth look at the Survival State skill of consequences and power of intention.

- b. Length: 1 and 2-hour sessions available (extended versions up to full day available upon request)

12. The Role of Life Experiences in Shaping Brain Development (ACEs)

- a. A growing body of research shows that traumatic experiences before the age of 18 have long-lasting effects on the brain development of children. This session will explore the effects Adverse Childhood Experiences have on the developing brain, and how teachers and caregivers can help mitigate the effects. Developed by the Tennessee Commission on Children and Youth.
- a. Length: 15 min, 30 min, 1.5 hour, and 3-hour options are available. Content can be tailored to fit the audience.

13. Leadership Essentials

- a. This training introduces the participant to the McCormick Center for Early Childhood Leadership's Whole Leadership Framework and takes a deeper dive into Leadership Essentials. Developed by the McCormick Center for Early Childhood Leadership.
- b. Length: 2 hours

14. An Introduction to Supporting Positive Staff Relationships

- a. The relationships that surround a child affect the development of the child's mental model of their self and their mental model of relationships. Knowing this, it is imperative that those who work with children model healthy relationships in the workplace. This session will introduce why and how to foster more positive relationships in the workplace. Developed by UWMN.
- b. Length: 1 hour

15. Self-Care is Quality Care

- a. To provide quality care to others, it is imperative that practitioners provide quality care to themselves. This session will provide an introductory look at the causes and effects of stress, trauma, and burnout, and the ways in which you can combat and prevent them. Developed by Matt Bennett and UWMN
- b. Length: 1 and 2-hour sessions are available.

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Vanderbilt University, Education Department

Teaching Strategies GOLD (TSG)

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