

Texas Reading First Local Campus Coach

The Reading First local campus coach (LCC) is a certified teacher who has expertise in K–3 reading and the adopted core reading program. This frontline campus educator works closely with K–3 classroom teachers (not directly with students) to mentor and assist them in the full implementation of the core reading program. The LCC is knowledgeable about the five essential components of reading, the 3-Tier Reading Model, appropriate use of assessment, and intervention strategies for struggling readers. The LCC reports to the school principal and receives monthly training and ongoing mentoring from reading technical assistants (RTAs).

The responsibilities include:

Instruction

The LCC will:

- Assist teachers in preparation for instruction and the pacing for that instruction.
- Assist teachers in building an interactive classroom environment focused on the delivery of the core reading program.
- Demonstrate research-based instructional strategies from the core reading program to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Demonstrate research-based instructional strategies from the Tier II and III interventions to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Observe instruction and provide constructive feedback and “next-step” support.
- Co-teach in classrooms to build instructional skills in the delivery of reading instruction.
- Serve as a resource in identifying appropriate instructional strategies to improve student achievement for all students, including English language learners, students enrolled in special education programs, and students with diverse learning needs.

Professional Development to Improve Instruction

The LCC will provide on-site staff development to ensure that teachers are knowledgeable about Texas Reading First (TRF), core reading program components, the alignment of the core program with TEKS, and early reading instruments.

Specifically, the coach will:

- Attend meetings/trainings with the RTA to increase knowledge of Texas Reading First components.
- Assist in the presentation of the Campus Overview to inform the staff about Texas Reading First.
- Participate in collaborative grade-level (K–3) meetings to help analyze and utilize assessment data to improve student achievement.
- Based on classroom observations, assist grade-level (K–3) teams in setting goals for improved instruction.
- Provide professional development on the use of early reading assessment to guide classroom instruction.

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- Provide focused professional development at grade-level (K–3) meetings on specific core reading program and Tier II and Tier III intervention components.
- Work with the RTA to provide support for teachers who require additional assistance.

Assessment

To make adjustments in program implementation and professional development, the LCC will help to analyze data from screening, diagnostic, progress-monitoring and outcome assessments.

In addition, the LCC will:

- Guide K–3 teachers in the use of screening, diagnostic, and progress-monitoring assessments.
- Assist teachers in using data to identify students for Tier II and Tier III instruction.
- Assist K–3 teachers in implementing continuous progress monitoring.
- Assist teachers with monitoring and reporting student performance during the year.
- Assist teachers in assessment and placement of students throughout the year.
- Collect and organize assessment data in a Texas Reading First Assessment Folder.

Leadership

The LCC will be part of the Campus Leadership Team and will be linked to the RTA and the state support team.

In conjunction with the school leadership team, the LCC will:

- Meet regularly to review assessment data and to assess outcomes of goals established by grade-level teams.
- Articulate and oversee the implementation of the 3-Tier Reading Model.
- Assist teachers in using classroom data to plan classroom instruction.
- Establish effective time periods for reading instruction – 90 minutes (core) with an additional 30–60 minutes for intervention.
- With the guidance of the RTA, determine campus and district needs for TRF professional development.
- Establish and monitor pacing guidelines for the core reading program.
- Establish guidelines for appropriate assessment administration.
- Use assessment data to plan professional development.

Reading First Technical Assistance Specialist (RTA)

The Reading First technical assistance specialist (RTA) will assist UT System in providing oversight for the effective implementation of Texas Reading First plans on funded campuses in funded LEAs. RTAs will monitor program “implementation, mentor/coach local campus coaches, train school district and charter school personnel, teach demonstration lessons, and model best practices to ensure that Texas Reading First plans are being implemented as written and in accordance with scientifically based reading research (SBRR), the NCLB Reading First Initiative and Texas Reading First grant specifications. These specialists will communicate field-based issues and concerns and serve as an important link in the communication loop that includes the USDOE, TEA, UT System, UT Reading Research Centers, and funded LEAs. Applicants selected to serve as Reading First technical assistance specialists will be educators who have demonstrated a high degree of effectiveness as teachers and/or reading coaches in high-need schools and must possess (1) a deep understanding of the scientific research base for K–3 reading instruction and (2) extensive knowledge of program components and teaching experience with one or more Texas-adopted reading/language arts programs. RTAs will be primarily responsible for building capacity on funded campuses in funded LEAs. They will train district/campus administrators and classroom teachers to effectively analyze diagnostic, progress-monitoring and outcome data to inform instructional practice, professional development, and programmatic budget decision-making. RTAs will provide training support for implementing the 3-Tier Model of Instruction, teaching the core reading program, and intervening appropriately with students working below level.”

Support to the Principal and Local Campus Coach – Responsibilities:

- Facilitate the evaluation of reading programs to ensure teachers implement research-based practices to address the five components of reading.
- Conduct site visitations with coaches, site administrator, and district leadership to provide feedback on grant and program implementation.
- Debrief with the site principal and the school leadership, as appropriate, about possible actions that could be taken to improve instruction and implementation.
- Train coaches and principals in critical components of Reading First.
- Co-teach with and/or demonstrate lessons for coaches to model best instructional practices and ensure the fidelity of specific program implementation for core reading and intervention support – all coaches must be trained to an advanced level of delivery and must articulate the rationale for using program materials **as designed**.
- Observe local campus coaches teaching demonstration lessons and give immediate feedback and support for instructional adjustments.
- Analyze assessment data and assist coaches with planning professional development to meet the specific needs of teachers on funded campuses.
- Assist coaches with planning and/or conducting grade-level meetings to analyze assessments and plan for instruction.
- Attend school site professional development as agreed upon by the School Leadership Team. The meetings may include: grade-level meetings, districtwide professional development days, faculty meetings focused on instructional/pedagogical issues, and professional development planning meetings.

- Work closely with local campus coaches to provide professional development and intervention support for teachers requiring additional assistance and support.
- Serve as a resource in identifying appropriate instructional strategies and interventions to improve achievement for all students, including English language learners, students enrolled in special education programs, and students with unique/diverse learning needs.
- Facilitate baseline and outcome assessment administration.

Support to the Local Education Agency (LEA) – Responsibilities:

- Plan monthly with UT System and Texas Reading First Initiative (TRFI) University Research Centers to provide focused, data-driven professional development that covers all elements of TRFI, including the full and skillful implementation of the core reading program, appropriate intervention support for students working below grade level, the 3-Tier Model of instruction, and the analysis and use of assessment data to improve student achievement.
- Provide staff development for teachers, coaches, campus administrators, and district leadership to ensure that all are knowledgeable about student achievement progress, program components, how the core reading/intervention programs align with TEKS, and diagnostic/progress-monitoring tools.
- Train coaches on the characteristics of effective and efficient classroom environments and provide focus on content and learning strategies embedded in the programs being implemented.
- Meet with the local TRFI program coordinator and other district leadership to discuss areas of strength and areas of need across the district and to strategize effective ways to support full and skillful implementation of the 3-Tier Model, and core reading and intervention programs.
- Attend principal and/or district-level meetings upon request.
- Facilitate baseline and outcome assessment administration.

Support to the University Partners – Responsibilities:

- Communicate results of implementation visits by providing a copy of Activity Logs and other accountability reports.
- Assist UT System in collecting data regarding the effective implementation of TRFI plans.
- Attend all TRFI meetings.
- Communicate with UT System project managers when additional support is needed from university research centers in working with funded TRFI sites.