



HB 3 Reading Practices Updates

November 21, 2019



Presentation Agenda

- HB 3 Reading Practices Recap
- Reading Academy Models and Implementation
- Cohort Leaders
- Planning for Successful Implementation
- Reading Practices
- Reading Standards Advisory Board
- Frequently Asked Questions
- Next Steps
- Forthcoming Communication



**Key TEA
Personnel**

TEA Staff

Cherry Lee

Director, Reading Academies

Jake Kobersky

Media Relations Manager

What To Expect in this Video

This video includes:

- A recap of the Reading Academies models
- Details regarding Authorized Providers including final costs
- A new method for implementing HB 3 Reading Academies in partnership with an Authorized Provider
- A calendar of further communication

This video does not include:

- Resources for supporting LEA implementation
- Details on required artifacts
- A scope and sequence of content
- Optional screeners to gauge potential participant knowledge

These resources are coming in December and January!

Forthcoming Communications

On the following timeline, TEA will

December	<ul style="list-style-type: none">• Post application for Authorized Providers• Provide additional resources for implementation• Issue formal call for pilot participants• Publish Reading Practices survey
January	<ul style="list-style-type: none">• Share initial scope and sequence for feedback• Release screening process for Cohort Leaders
February	<ul style="list-style-type: none">• Announce Authorized Providers• Share updated content and scope and sequence updated after feedback
March	<ul style="list-style-type: none">• Host Authorized Provider training in Austin

All updated information will be posted on the www.tea.texas.gov/reading

HB 3 Reading Practices Recap

Why This Matters

- Approximately 65% of 4th & 8th grade students who participated in the 2019 NAEP Reading Assessment in Texas scored BELOW Proficient.
- Researchers agree that children develop skilled reading abilities when decoding and language comprehension abilities are strong
- Many educators are not prepared to provide evidence-based reading instruction, assess student learning, and adjust instruction based on specific needs



Reading Practices Video Outlines Both Models

Reading Practices

September 12th 2019



- Presentation on Reading Practices (PDF)

HB 3 requires each teacher and principal in grades K-3 to attend Reading Academies by 2021-2022



Key Takeaway

Districts are responsible for ensuring teachers and principals attend Reading Academies.

Proposed Rulemaking Updates



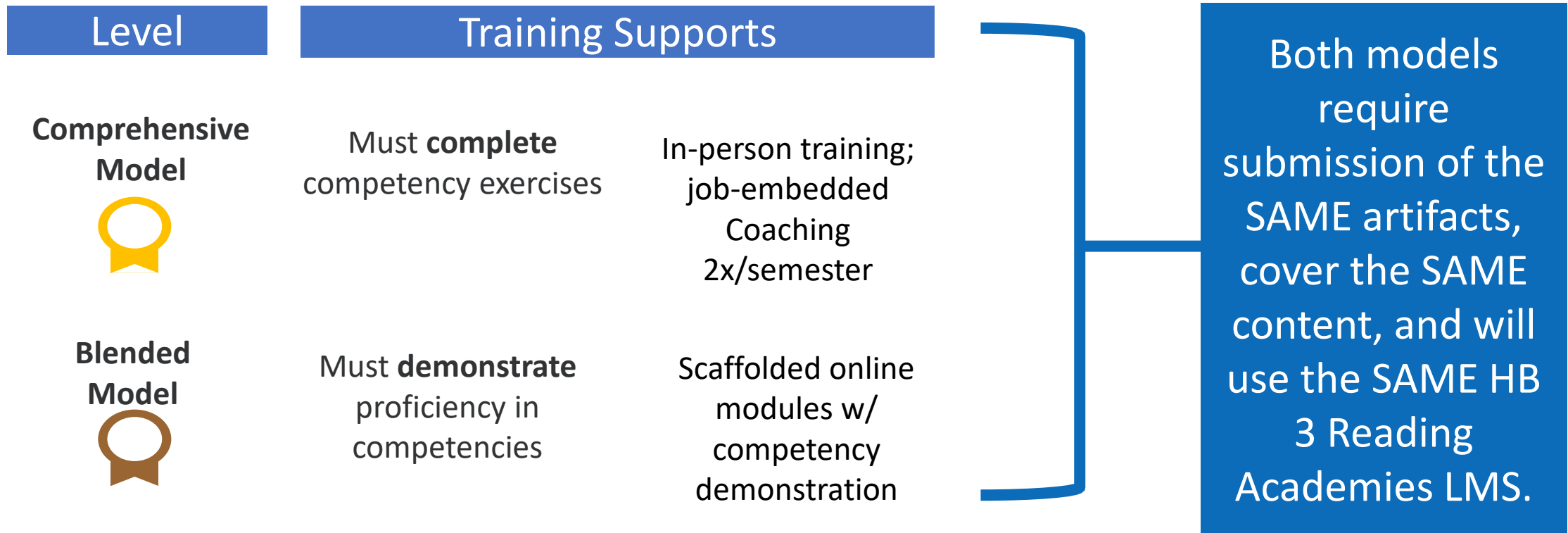
- Enrollment in the Reading Academies by the summer of 2022 adheres to the requirement
 - There are three school years for completion (2020-2021, 2021-2022, and 2022-2023)
- Special Area Teachers (Art, Music, and Physical Education) to be exempted from HB 3 Reading Academies
 - Future survey to gather information on feedback regarding temporary exemptions for teachers serving in non-language arts subject areas in early 2020

■ As a reminder, completion of the HB 3 Reading Academies training is an ongoing requirement of all teachers and principals.

Reading Academy Models and Implementation

Reading Academy Models

There are two, competency-based models that provide local flexibility to meet the requirement in statute. **Both blended and comprehensive models cover the same content.**



Key Terms



Authorized Provider: An entity—ESC, LEA, IHEs, or non-profit—that is formally approved by TEA to provide Reading Academies.



Blended Facilitator: The leader of a Blended Cohort—this person may manage a cohort of up to 100 participants with an estimated time of 12 hours per week. If someone were a full-time blended facilitator, they could facilitate a maximum of three cohorts.



Comprehensive Coach: The leader of a Comprehensive Cohort, a full-time role facilitating sessions and providing coaching for no more than 60 teachers in a maximum of one cohort.



Cohort Leader: Cohort Leader is a term that refers to both Blended Facilitators and Comprehensive Coach. Cohort Leaders must meet qualifications set forth by TEA.



Reading Academies Providers

All Reading Academy Providers must be formally authorized and approved by TEA based on a set of baseline requirements. Eligible providers include ESCs, districts and external organizations.

ESCs

ESCs will apply through a non-competitive grant. ESCs will provide assurances that they will meet Authorized Provider criteria.

LEAs, IHEs, Non-Profits

Non-ESC entities will apply to be an Authorized Provider through a Competitive Designation Program Application process. Entities must demonstrate capacity to execute Reading Academies at time of application.

All applications will be available the first week of December.

Authorized Providers Must

To be approved as an Authorized Provider, an entity MUST agree to:

- Provide and facilitate HB 3 Reading Academies, including registration, logistical support, and technical assistance.
- Follow and implement HB 3 Reading Academies content as designed by TEA.
- Ensure all Cohort Leaders pass mandatory hiring screen before leading sessions.
- Attend mandatory training as determined by TEA.
- Coordinate and fund travel for all Cohort Leaders.
- Conduct program evaluation as determined by TEA.
- Communicate and respond to TEA information requests.
- Conduct outreach to publicize HB 3 Reading Academies.

Non-ESC entities must demonstrate the capacity to offer four Comprehensive AND eight Blended Cohorts.

New Implementation Choice



LEAs employ or hire qualified staff who are can pass the Cohort Leader Screen. LEAs can pay these staff members directly and will sign an MOU with an Authorized Provider to pay a flat fee per Cohort Leader versus per participant.

Local Implementation
Employs Cohort Leader(s) who pass the Cohort Leader Screen
Pays flat fee per CL to Authorized Provider
Receives technical assistance from Authorized Provider



Authorized Provider Role in Local Implementation
Ensures Cohort Leaders meet qualification requirements
Receives payment from LEAs for training and infrastructure access
Provides regional technical assistance

Options for LEA Implementation



Serve as an Authorized Provider

LEAs serve as an Authorized Provider and manage all hiring, oversight, and budgeting for HB 3 Reading Academies; requires approval by TEA through competitive designation program.



Implement Locally

LEAs identify staff to serve as Cohort Leaders. LEAs sign an MOU with an Authorized Provider and pay a flat fee per Cohort Leader.



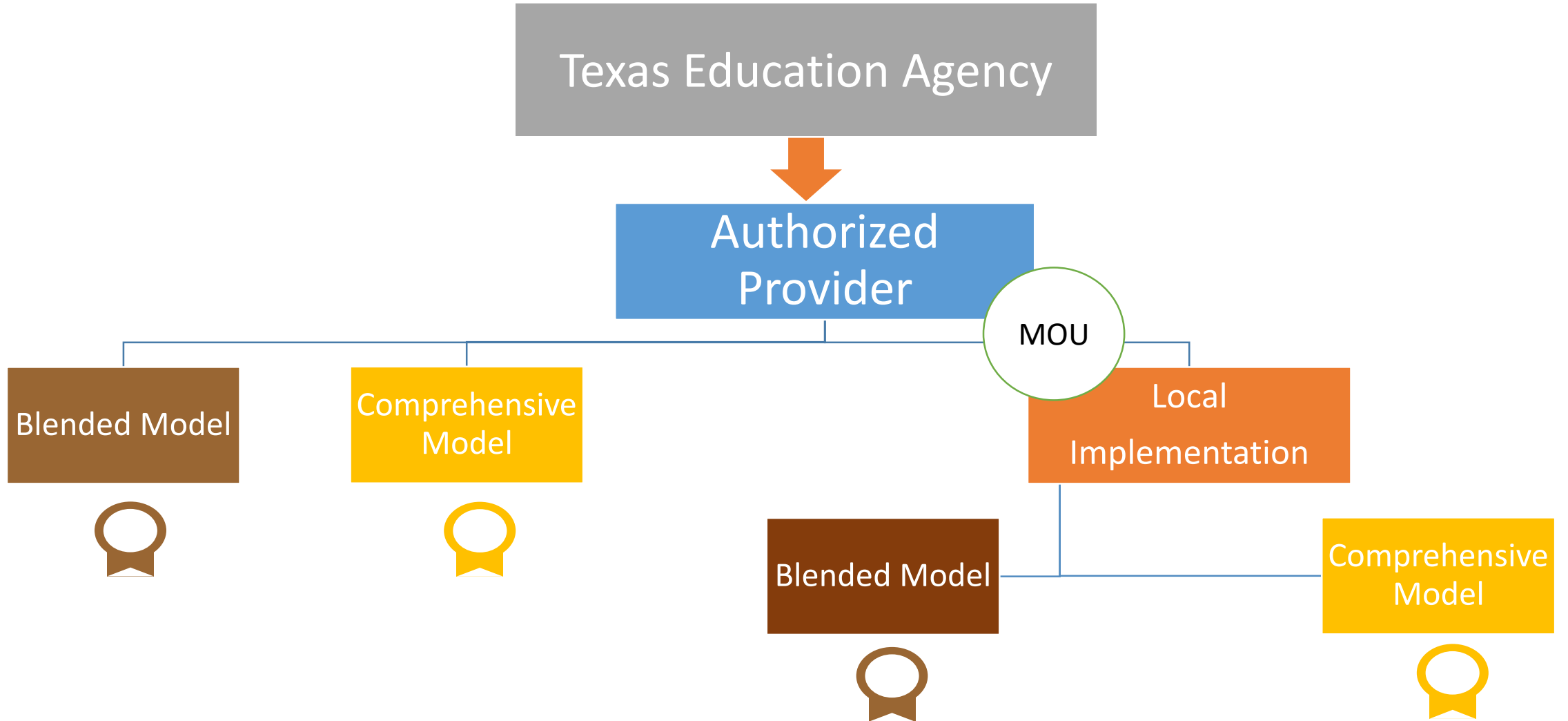
Utilize an Authorized Provider

LEAs utilize an Authorized Provider to meet all the requirements of the HB 3 Reading Academies; LEAs pay a per participant fee to Authorized Provider




Options for Consortia

Districts may work with other districts to form consortia. Doing so will require MOUs to establish joint ownership of the responsibilities.



Flowchart of Implementation






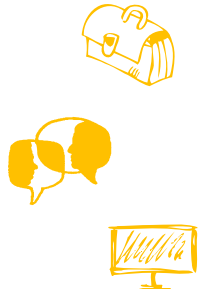
Comparing LEA Implementation Options

Option	Best for districts that . . .	Other Considerations	Cost
<p>Serve as an Authorized Provider</p> 	<p>Can meet all the Authorized Provider requirements</p>	<p>Authorized Providers should have capital to dedicate at least one FTE to provide logistical support</p>	<p>Assume all costs</p>
<p>Implement Locally</p> 	<p>Already have instructional coaches serving in district that can serve as Cohort Leaders</p>	<p>Cohort Leaders must meet qualification requirements determined by TEA</p>	<p>Salary + benefits of Cohort Leader(s) Flat fee to Authorized Provider per Cohort Leader</p>
<p>Utilize an Authorized Provider</p> 	<p>Do not employ Instructional Coaches or do not employ staff that are able to meet Cohort Leader qualification requirements</p>	<p>This model provides full support to reduce district management load</p>	<p>Fee per participant paid to Authorized Provider</p>

Further Considerations





Model	Cohort Size	Time Commitment	Requirements
<p>Blended</p> 	<ul style="list-style-type: none"> No more than 100 participants per cohort 	<ul style="list-style-type: none"> 12 hours of work per week per cohort Facilitators can lead up to 3 cohorts at a time 	<ul style="list-style-type: none"> Evaluate artifacts and provide feedback Provide virtual office hours (3 hrs/week) per cohort Check-in with Authorized Provider every two weeks via survey
<p>Comprehensive</p> 	<ul style="list-style-type: none"> No more than 60 participants per cohort 	<ul style="list-style-type: none"> 40 hours of work per week per cohort Coaches can lead up to 1 cohort at a time 	<ul style="list-style-type: none"> Evaluate artifacts and provide feedback Provide virtual office hours (3 hrs/week) per cohort Check-in with Authorized Provider every two weeks via survey and virtual meeting Required to provide 10 days of in-person training & 4 personal, 1-hour coaching sessions (1 coaching session per participant can be virtual)

Authorized Provider Fees

Model	Per Participant Fees - Districts Do Not Provide Cohort Leaders		
<p>Blended Model</p> 		<p>\$400 per participant</p>	<p>Fees do not include any potential teacher reimbursements.</p> <p>Costs associated with teacher stipends and travel are not included in these fees; district should determine these costs to reimburse staff accordingly.</p>
<p>Comprehensive Model</p> 		<p>\$3,000 per participant</p>	

These costs are the same across all Authorized Providers. Costs are as of 11.21.2019. Prices subject to change.

Local Implementation Fees

Model	Authorized Provider Support Fees – District Provides Cohort Leaders	
Blended Model 		\$10,000 flat fee per facilitator
Comprehensive Model 		\$12,000 flat fee per coach

If districts have their own instructional coaching staff, they may be able to pay those staff directly to reduce costs associated with academy participation. This cost would cover that facilitator’s training and support.

These costs are the same across all Authorized Providers. Costs are as of 11.21.2019. Prices subject to change.

Authorized Provider Next Steps

**December
2019**

Authorized Provider Applications Available

- ESCs will apply through a non-competitive grant. ESCs will provide assurances that they will meet Authorized Provider criteria.
- Non-ESC entities will apply through a Competitive Designation Program. Entities must demonstrate capacity to execute Reading Academies at time of application.

**January
2020**

Authorized Provider Applications Due

**February
2020**

Authorized Providers Notified

**March
2020**

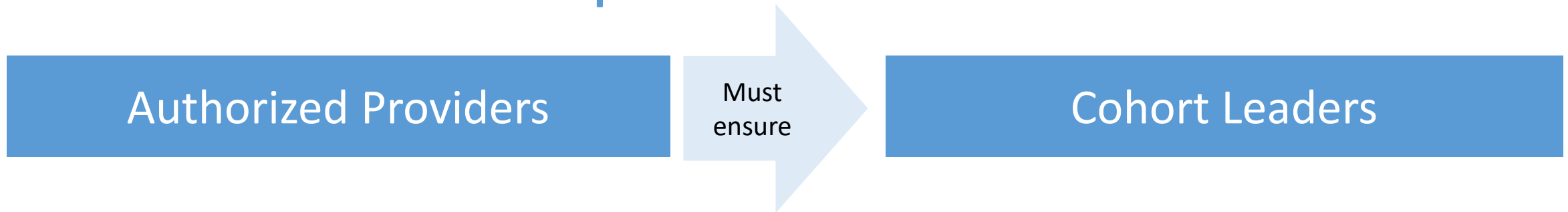
Authorized Providers Attend Initial Training

- ALL Authorized Providers will attend training in Austin on March 2-4, 2020.
- Authorized Providers will set initial dates begin registering participants for HB 3 Reading Academies in March.

Cohort Leaders

All Cohort Leaders Must Pass a Centralized Screen

In any implementation scenario or model, Cohort Leaders must have passed this screen.



The application window for Cohort Leaders opens **March 9, 2020** with all candidates to be notified by **April 15, 2020**. The Cohort Leader application will then continue on a rolling basis, currently anticipated to be monthly.

All centralized trainings are mandatory, require pre-work, and are currently planned for Austin.

Qualification of Cohort Leaders

The final process for qualifying Cohort Leaders will be released in January.
Current proposals for qualifications include:

Cohort Leader must at minimum:

- Demonstrate proficiency on screening
- Have served as a teacher in grades K-5 for three or more (non-consecutive) years across career (special education or general education)*

*graduate level training and coursework (e.g., MRT, Reading Specialist Certification, CALT, CALP, LDT) may be substituted for K-5 experience



Frequently Asked Question



Question

What resources or materials should prospective Cohort Leaders utilize should they wish to prepare for the screening process?



Answer

Please review this information at
www.tea.texas.gov/reading

Implementation Considerations

LEA Decision Points

Decision #1

How do you want to implement—serve as an Authorized Provider, Implement Locally, Utilize an Authorized Provider, or a combination?

Authorized Providers and Cohort Leaders must be approved by TEA

Decision #2

Which teachers and principals will you send in which year?

Decision #3

Which teachers and principals will attend the Blended Model? Which ones will attend the Comprehensive Model?

LEA Options for Structuring Implementation

School Year	Staff – All BLENDED Model
2020-2021	No enrollment
2021-2022	K & 1 teachers + administrators
2022-2023	Special Education teachers, + 2 & 3 teachers + new staff

School Year	Staff – All BLENDED Model
2020-2021	K, 1, 2, 3 general and special education teachers in first year of teaching + Administrators
2021-2022	All required staff + administrators who did not attend in 2021-2022
2022-2023	New staff

School Year	Staff - Blended and Comprehensive Model
2020-2021	1 st and 2 nd year K-3 general and special education teachers (Comprehensive Model)
2021-2022	All required staff + administrators (Blended Model)
2022-2023	New staff

These are suggested recommendations. LEAs will determine how to implement HB 3 Reading Academies.

LEA Options for Structuring Attendance

School Year	Days
August 2020	3 in-service days
Fall 2020	2 in-service days
Spring 2021	2 in-service days
Summer 2021	3 in-service days

School Year	Days
August 2020	4 in-service days
Fall 2020	2 in-service days
Spring 2021	2 in-service days
Summer 2021	2 in-service days

These are suggested recommendations. LEAs will determine how to implement HB 3 Reading Academies.

HB 3 Reading Academies will be accessed through a Learning Management System. In addition to completing the training, participants will be required to demonstrate understanding and application of concepts. Current estimates of the training and completion of the required tasks is estimated to be 80 hours.

Ensuring Reading Academy Success

- Select a point person for the LEA to support an effective roll-out of the HB 3 Reading Academies
- Determine implementation schedule and build in adequate pre-service and in-service
- Structure LEA professional development days such that HB 3 Reading Academies are scaffolded during year
- Additional information will be provided regarding training requirements in January 2020. If your district has already finalized your PD calendar for the 2020-2021 school year, you should plan to begin offering Reading Academies in 2021-2022.

Reading Practices

Reading Practices



The Reading Practices portal serves to do these things...

K-3 Reading
Academies

Science of
Teaching
Reading Exam

Reading
Advisory
Committee

www.tea.texas.gov/reading

Forthcoming Reading Practices Survey

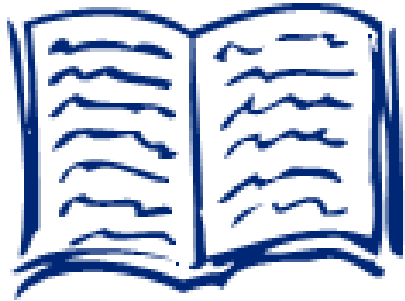
TEA will issue a survey in December to collect data regarding current Reading Practices on the following required HB3 items:

- Phonics curriculum using systematic direct instruction in grades K-3
- Prioritization of placing highly effective teachers in K-2
- Integrated reading instruments to support Pre-K to grade 3 students



For subsequent years, TEA will provide guidance on how to improve these practices.

Reading Advisory Committee



- August 1, 2019, TAA call for nominations
- 16-member committee selected based on diverse backgrounds, expertise, and roles
- Includes bilingual, ESL, and special education expertise
- Bios are located on the www.tea.texas.gov/reading

Frequently Asked Questions

Frequently Asked Question



Question

Are Assistant Principals and Instructional Coaches allowed to attend Reading Academies?



Answer

Yes. While Assistant Principals and Instructional Coaches are not required to attend Reading Academies, we recommend they attend this important professional development.



Key Takeaway

All key staff who are part of the implementation of your language arts plan, should attend the Reading Academy.

Frequently Asked Question



Question

Can districts implement both Blended and Comprehensive models or are they required to select only one model?



Answer

Yes, districts can select both HB 3 Reading Academy models that are best suited to meet the needs of their staff. For example, districts may determine that new teachers would benefit most from the Comprehensive model, while the Blended model is better suited for more experienced teachers and administrators. Again this is determined by districts. That said, an individual participant can only attend one model.

Frequently Asked Question



Question

Do the Reading Academies pertain to ALL K-3 teachers? For example, if classes are compartmentalized in grades 2 and 3, do non-language arts teachers need to take the academies, or just the reading person?



Answer

Yes, all teachers, including special education teachers and those teaching non-language arts subjects, and administrators are required to complete the HB 3 Reading Academies by 2023. As noted earlier, we are planning to propose rules that exempt some of these groups, particularly art, music, and physical education teachers.

Frequently Asked Question



Question

What happens if a teacher or principal does not demonstrate proficiency on the HB 3 Reading Academies through the Blended Model?



Answer

Participants who do not demonstrate proficiency on the HB 3 Reading Academies may re-enroll in a new cohort. Participants who were unsuccessful in the Blended model may also benefit from participating in the Comprehensive Model which provides additional coaching, along with face-to-face training.

Frequently Asked Question



Question

What are implications for Educator Preparation Programs?



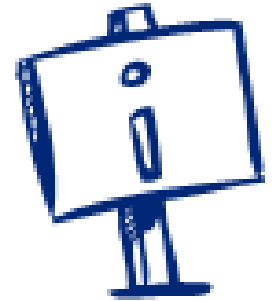
Answer

TEA is sharing this information with Educator Preparation Programs and discussing how to best support new teachers with the requirements of HB3 Reading Practices. This includes the content of the Reading Academies and ensuring new teachers learn the competencies of the Science of Teaching Reading prior to placement in the classroom. We will provide more information in early 2020.

Next Steps

Next Steps for LEAs

- Evaluate potential sources of funding for the HB 3 Reading Academies
- Determine what implementation model makes the most sense for your district
- Determine which teachers you plan to have attend in what years
- Determine which model best meets district needs
- Evaluate how Reading Academies fit into your professional development schedules
- Bookmark the TEA Reading Practices webpage to review forthcoming updates



Proposed Training Dates

TRAINING TYPE	DATES	REGISTRATION	LOCATION
Authorized Provider	March 2-4, 2020	Feb 1-Feb 28, 2020	Austin
Comprehensive Coach	May 20-22, 2020	April 15-May 15, 2020	Austin
Blended Facilitator	May 20-22, 2020	April 15-May 15, 2020	Austin
Blended Facilitator	June 8-10, 2020	April 15-June 1, 2020	Austin
Blended Facilitator	June 15-17, 2020	April 15-June 10, 2020	Austin

We anticipate adding more trainings as needed later in the year.

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House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information



HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions

A photograph of a classroom scene. A teacher is standing at the front, smiling, with both hands raised. Several young children are seated at a table, also with their hands raised. The background shows a typical classroom environment with shelves, books, and educational posters. A semi-transparent white box is overlaid on the center of the image, containing text.

Thank you!
For Additional Questions:

HB3info@tea.texas.gov

Please Include the topic name in the subject line