

Amendment No. 1 to SB1187

Gresham
Signature of Sponsor

AMEND Senate Bill No. 1187

House Bill No. 769*

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following language as a new section:

(a) As used in this section:

(1) "Department" means the department of education;

(2) "Eligible district" means a local education agency (LEA) that has at least one (1) eligible school in the LEA;

(3) "Eligible school" means an elementary school, as defined by § 49-6-301, that is identified as a priority school as of July 30, 2019, pursuant to § 49-1-602;

(4) "High-quality vendor" means a vendor with experience in coaching classroom teachers in grades pre-kindergarten to three (pre-K-3) and with experience training school-based coaches on evidence-based coaching models; pre-kindergarten (pre-K) and kindergarten through grade three (K-3) curricula and formative assessments; how to use data to analyze and improve instruction; and how to conduct instructional reviews, classroom observations, and student work analysis; and

(5) "School-based coach" means a coach who is trained by a high-quality vendor and is placed in an eligible school to coach and instruct teachers and to improve instructional quality and coherence in literacy and math.

(b)

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(1) The department shall create a literacy coach pilot program to begin in the 2019-2020 school year and to conclude at the end of the 2022-2023 school year.

(2) The purpose of the pilot program is to award grants to eligible districts to be used to:

(A) Provide school-based coaches in literacy for teachers in pre-kindergarten through grade three (pre-K-3) that focus on improving instructional quality and coherence in literacy in Tennessee's lowest performing elementary schools; and

(B) Provide school-based coaches in math for teachers in pre-kindergarten through grade three (pre-K-3) at an eligible school during the third year of school-based coaching as determined by the eligible district.

(3) The program must include three (3) academic years of school-based coaching at each eligible school. School-based coaching may begin in the 2019-2020 school year, if school-based coaches are available and have received training pursuant to subsection (h), but must begin no later than the beginning of the 2020-2021 school year.

(c) The department shall develop a grant application and establish a system for submitting applications and awarding grants. The department shall not award a grant to an eligible district unless the eligible district matches the grant on a dollar-for-dollar basis for purposes of hiring, and providing salary and benefits to, a full-time equivalent school-based coach in accordance with subsection (e). The department shall not remit funds to

an eligible district until the eligible district has hired a school-based coach that has received training in accordance with subsection (h).

(d) An eligible district may submit a grant application for each eligible school in the LEA. The department shall award one (1) grant to an eligible district for each eligible school for which the eligible district submitted a grant application if the eligible district matches the grant dollar-for-dollar in accordance with subsection (c). An eligible district must reapply each year to receive a grant for a subsequent school year.

(e)

(1) The amount of a grant awarded pursuant to this section is thirty-nine thousand dollars (\$39,000).

(2) An eligible district shall use the grant to hire, and to provide salary and benefits to, a full-time equivalent school-based coach to improve instructional quality and coherence in literacy for students in pre-kindergarten through grade three (pre-K-3) at an eligible school, and to provide mathematics coaching in the third academic year of the program, as determined by the eligible district.

(3) The grant awarded pursuant to this section, and the dollar-for-dollar matching funds provided by an eligible district, shall not be used toward a school-based coach's training required by subsection (h).

(f) A school-based coach hired by an eligible district pursuant to this section must possess a valid license to teach as prescribed by chapter 5, part 1 of this title. A school-based coach must provide in-depth coaching on high-quality practices to pre-kindergarten through grade three (pre-K-3) teachers employed at an eligible school. The school-based coach may provide direct instruction to students as a means to coach teachers in eligible schools and may provide professional development and after-school coaching. A school-based coach hired by an eligible district pursuant to this section shall:

(1) For three (3) academic school years, provide in-depth coaching on high-quality literacy practices to align with and support the 2019-2020 English language arts textbook adoption cycle to pre-kindergarten through grade three (pre-K-3) teachers in eligible schools; and

(2) In the third academic year of the program, provide in-depth coaching in mathematics that align with and support the 2020-2021 math textbook adoption cycle to pre-kindergarten through grade three (pre-K-3) teachers in eligible schools as determined by the eligible district.

(g) A school-based coach hired by an eligible district pursuant to this section must be an educator who has:

(1) Experience as a highly effective teacher, as determined by the department, based on teacher evaluation scores in pre-kindergarten through grade three (pre-K-3);

(2) Demonstrated knowledge of child development and how it is reflected in highly effective teaching practices, as determined by the department; and

(3) The ability to pass a foundations of reading test, as determined by the department.

(h) The department shall contract with a high-quality vendor to create a training program for school-based coaches. Each school-based coach must participate in the training program before coaching in an eligible district. The training program must:

(1) Train school-based coaches on evidence-based coaching models and practices;

(2) Train school-based coaches on state-approved pre-kindergarten through grade three (pre-K-3) curricula and assessments;

(3) Teach school-based coaches how to use data to analyze and improve instruction;

(4) Train school-based coaches on how to conduct instructional reviews, classroom observations, and student work analysis; and

(5) Monitor progress of school-based coaches and provide additional training as necessary.

(i) The department shall create a coaching network for school-based coaches.

The department shall direct a senior-level department employee to act as a person of contact for the coaching network who will be accountable for coaching success and will be available to school-based coaches for questions, troubleshooting, coaching ideas, and technical assistance. At least two (2) times per school year, the coaching network shall provide school-based coach evaluations that reflect progress for each grade level. The evaluations must include surveys of teachers and school officials employed at the eligible school in which the school-based coach is placed, classroom observation data, and analysis of student work for purposes of determining improvement.

(j) The department shall report the department's findings and recommendations to the education committee of the senate and the education committee of the house of representatives no later than July 1, 2024.

(k) This section is repealed on July 1, 2024.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.