



2022 Annual Report

Collaborative Center for Literacy Development:
Early Childhood Through Adulthood

CCLD's Five Principles

- Focus on Student Achievement in Reading, Writing, Language Use, and Thinking
- Extend and Enrich Teachers' Instructional Repertoires to Improve Student Achievement
- Provide Teacher Professional Growth Opportunities of Sufficient Intensity and Duration to Enrich Teachers' Instruction (to Improve Student Achievement)
- Center Professional Growth Opportunities on Teacher-identified Learning Concerns (Develop Teacher-Designed Literacy Action Plans)
- Rely on Literacy Education Faculty from Kentucky's State Universities to Provide Evidence-based Guidance and Theoretical Coherence for Most-probable Effects

CCLD Presence in 2021-2022 by Group Served

Groups: Early Childhood, Elementary, Middle & High, Adulthood, Community

- 1 group served
- 2 groups served
- 3 groups served
- 4 or more groups served

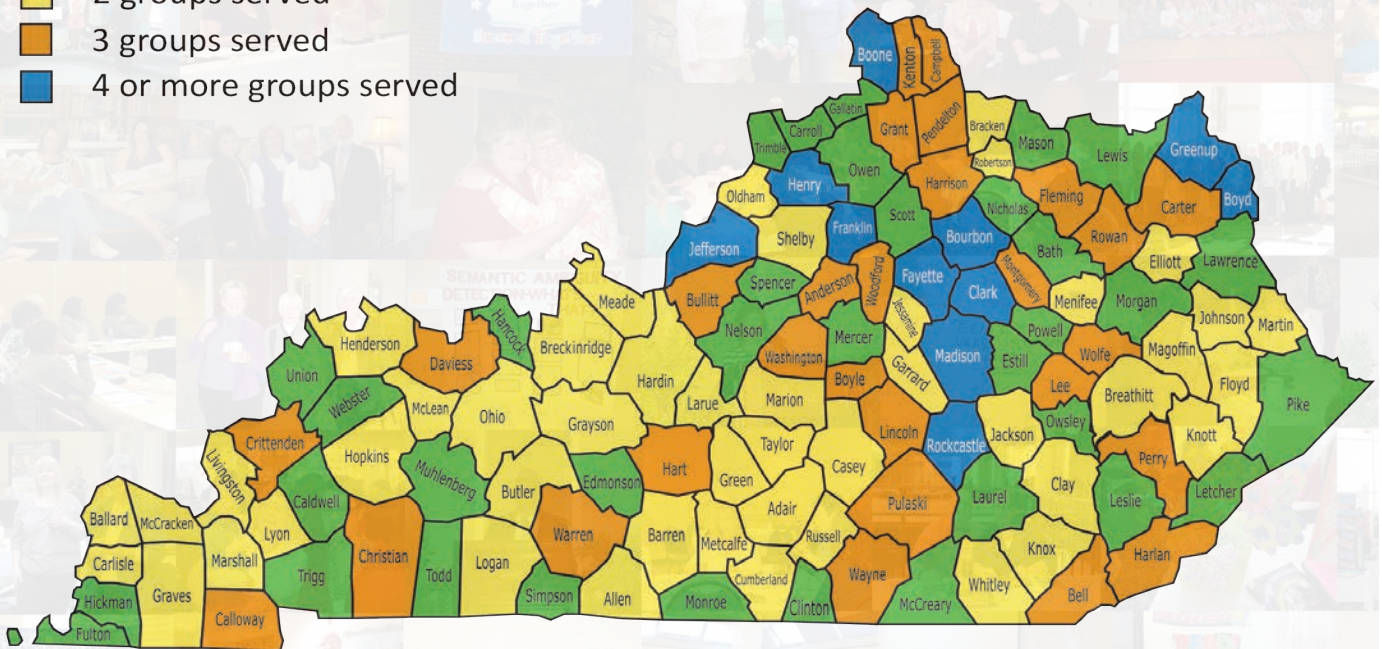


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* The 2022 CCLD Annual Report and the 2022 CCLD Annual Technical Report with Addenda are available at <https://kentuckyliteracy.org/resources/annual-reports/>

Collaborating Partners

COLLABORATIVE CENTER FOR



DEVELOPMENT

Greetings, Lovers of Literacy!



George Hruby

Careful readers, adept writers, eloquent speakers, and attentive listeners: It is with great pleasure that I welcome you to the 24th annual report of the Collaborative Center for Literacy Development (and, proudly, my 12th year as executive director). In these pages you will find an overview of CCLD’s state-directed objectives, the programs and initiatives by which they are realized, the results of the past year’s efforts, and our plans for revitalization and reformation in the coming year.

Like many, we have emerged from the pandemic finding ourselves in a world much changed. The good news is that empirical evidence (such as in this year’s Read to Achieve annual evaluation, compiled by CCLD in partnership with the UK Office of Research and Evaluation—see page 22) demonstrates that the impact of the pandemic on student learning, while clearly discernable, was hardly as severe as many had feared it could be. This is a testament to the resilience of our students, our parents, our teachers, and our schools.

The teacher colleges at our state universities worked hard to meet Kentucky’s need for knowledgeable and highly skilled teachers of reading and literacy. And may I say how gratifying it is to work with such dedicated and knowledgeable professionals. These university faculty have continued dedication to the research basis for effective instruction. But nothing works for everyone, nor for everyone all the time. And true to CCLD’s original model (and evidence-based professional development research), the instructional needs perceived by the teachers themselves for their students in their classrooms become the focus for their literacy action plans, informal assessments, progress monitoring, and lesson planning.

The Kentucky Reading Project (see pages 14-17) is CCLD’s first and longest running program, along those lines. Directed by Erin Powell in collaboration with the literacy faculty at all 8 of Kentucky’s state universities and the National Center for Families Learning, it provided evidence-based professional learning experiences to a record number of K-5 classroom teachers in the 2021-2022 fiscal year, strengthening teachers’ instruction and diversifying their trove of methods and strategies for meeting students’ diverse literacy learning needs. Traditional KRP, grant-funded KRP, and “plus-one” Read to Achieve KRP have all pushed forward the ceiling on elementary teacher outreach. And as increasing numbers of school districts under the new RTA grant model select KRP for their year-two teacher professional learning option, further growth is ahead.

Under the direction of CCLD’s Keith Lyons, the Early Language and Literacy Project (ELLP, see page 6) provides evidence-based professional guidance for early childcare providers at pre-K, early learning, and nursery day school facilities. Through the work in helping to establish Dolly Parton’s Imagination Library of Kentucky (see page 7), CCLD has reached parents of young children in the earliest and most optimal time of their lives to instill strong language development and a love of reading. As this work continues to evolve, we hope to establish two university training centers for ELLP across the state.

Kentucky Reading Recovery and CIM training in Kentucky (see pages 8-13) is now in the capable hands of Dr. Melinda Harmon, having taken over as director a year ago from 25-year veteran and state literacy hero Dr. Julia Embry. Reading Recovery supports first-grade students who struggle to keep up with their peers in learning to read; and evidence-based research shows it is the most effective early elementary reading intervention reviewed by the Institute of Educational Sciences at the US Department of Education. It not only addresses the specific needs of tentative first-grade readers, it also reemphasizes the foundations of reading: students’ phonemic awareness, phonics skills, fluency, vocabulary, and language comprehension are all supported.

With a new director at the helm, the Adolescent Literacy Project (see pages 18-21), CCLD’s middle and high school literacy enhancement program, offers teacher learning intensives, school and district advisement, and, coming soon, fresh online student and teacher literacy resources. Jasmin Perry, ALP’s new director, comes to us from UK’s College of Education, Department of Curriculum and Instruction. She will also soon be taking on the task of reigniting CCLD’s adult literacy advisory services, as well.

CCLD’s Research Office, under management by Qi Xialiaong, and CCLD’s Website and Resource Repository, under webmaster William Adams, are currently being redesigned and refreshed. Already the evidence of this is clear, as a visit to www.kentuckyliteracy.org will show. CCLD continues to do work that grabs the attention and expressed appreciation of literacy scholars and educational professionals nationwide and internationally. All of this is good news.

On the other hand, our public schools have yet to rebound to pre-pandemic vibrancy, and a fear is growing that they may never do so unless leadership can rein in the causes. Teacher retirements and resignations have risen markedly, while student enrollment at most university teacher preparation programs has plummeted. Reasons range from teacher pay to pensions to working conditions—traditional reasons for teacher turnover—but newer causes include deteriorating facilities; rancorous school board meetings where trolls-for-hire disrupt needed discussion and threaten the safety of school personnel; and teachers’ loss of control over curriculum and instruction because of reliance on technology platforms and packages formerly used for at-home instruction during the pandemic, now too often used as an in-school default in lieu of meaningful learning.

Attempting to fill the instructional gap are well-intended but under-prepared citizens, sometimes taking up positions as paraprofessionals (often without the benefit of a four-year college degree), put to work as emergency classroom facilitators—classified, as some say, but not certified teachers. Similarly, substitute teachers, retirees, non-instructional personnel and even parent volunteers are stepping up to meet the education challenge. Surely, the time has passed when we can continue to blame all of this on the pandemic. Longer-term structural issues from well before Covid have come home to roost and are having their inevitable long-term effect. Longer-term vision is required to find sustainable solutions. We are certain that Commissioner Jason Glass and the legislators of Kentucky’s General Assembly will provide it, and we truly appreciate the way our vision for CCLD’s future has been focused by the leadership work of Senators Stephen West and Max Wise and Representatives James Tipton and Tina Bojanowski. Kudos!

Here at CCLD, supporting effective teachers, from wheresoever they hale, is the first line of defense against the threat of deteriorating educational achievement. No one can do this as well as top-tier literacy faculty such as those at Kentucky’s state universities. But these institutions, too, have suffered severely from long-term annual budget cuts over 15 years; university literacy education faculty have shrunk severely, their course loads doubled or tripled. Rather than wait for the world to somehow return to normal so everyone can hop back to business-as-usual, it is time that leadership led us back to a new normal, one better supported with the best that the Commonwealth has to offer.

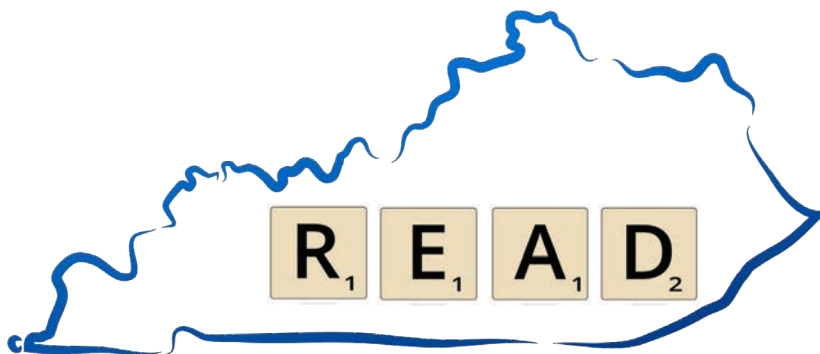
Good Reading!



Dr. George G. Hruby
Executive Director
Collaborative Center for Literacy Development

NOTE: For technical addenda to this report, please visit:

<https://tinyurl.com/274wnvj>



The Collaborative Center for Literacy Development (CCLD) continues to provide quality professional development and research support for early childhood educators and families. CCLD's endeavors in the emergent learning age group are varied in content, delivery, and focus. As with all other CCLD initiatives, diverse collaborations serve as the foundation for the work in this critical developmental stage of a literate individual.

Early Language and Literacy Project

The Early Language and Literacy Project (ELLP) yearlong initiative continued to serve early childhood educators through the federal Kentucky Comprehensive Literacy (KyCL) grants received by the Kentucky Department of Education (KDE) and awarded to school districts throughout the state. One of the key components of the grant is a strong focus on early literacy efforts for the youngest of learners. ELLP was one of the early childhood options districts could choose to provide intensive professional development for their district staff, as well as community partners who provide services to children within the designated district's feeder system. The target audience was early childhood education professionals, paraprofessionals, and community early childcare partners who work with young children ages birth to five. The collaboration between districts and communities provided an opportunity to expand ELLP's impact.

The ELLP cadre engaged in an intensive summer institute and follow-up visits during the 2021-2022 academic year. The cadre included 23 participants representing 6 school districts. The constituency included individuals from district preschool and kindergarten classes, family resource centers, Head Start, and community preschool entities. The wide array of backgrounds and personnel functions among the participants allowed for great opportunities of learning, sharing, and networking that resulted in creative innovation and stronger bonds between districts and their communities for the purpose of early literacy education and family engagement.

The summer institute was conducted in a hybrid format, with the first couple of days in person and the remainder hosted virtually. The initial days together in one location provided a sound basis for relationship and community building, as well as networking opportunities that have been the foundation of CCLD's professional development initiatives. Correlated activities (e.g., readings, exploration, reflection, data collection) throughout the remainder of the summer institute allowed the participants to spend more time in the content and activities, providing a deeper immersion in each week's topics. This format seemed beneficial to content delivery, retention, comprehension, and application.

During the year, multiple follow-up sessions and coaching visits were conducted by the ELLP directors - Alison Critchfield, Lisa King, and Keith Lyons. The follow-up sessions were also a mix of in-person and virtual to accommodate scheduling and be mindful of reducing expenses, (e.g., substitutes, travel), as well as compliance with pandemic protocols at the state and local levels. In November, participants engaged in a strategic hands-on session in children's literature, with a focus on expansion of text access and purposeful engaging activities that could be used in curricular development. The January session focused on emergent literacy and early writing with professional development expert and author Matt Glover. Tanny McGregor conducted a workshop in February on cultivating an environment for the exploration and capture of the earliest of learners' creativity through idea development and "sketchnoting." An integral focus throughout the yearlong work was strategic family engagement. Each research-based literacy strategy and relevant activity introduced was deliberately chosen to support families in the child's literacy and oral language development. Numerous manipulatives were provided, along with a bevy of professional resources, to assist in the transfer of skills from participant to the children and families they serve. Continued targeted instruction in family literacy engagement became beneficial due to the COVID-19 pandemic and resulting at-home instructional platforms; educators were able to support families through in-home instruction strategies learned in ELLP.

ELLP participants concluded the initiative by presenting their Learning Action Plans (LAPs) at the statewide CCLD annual Share Fair, an opportunity many of the early learning professionals may have never experienced prior in their careers. Once again, the in-person pre-K through 12th grade event slated to occur in April was impacted by the COVID-19 pandemic, thus resulting in a virtual event again for the 2021-2022 academic year. Participants utilized their training and technology skills to share their LAPs in various formats for the Share Fair event. All presentations were uploaded to a centralized section of the CCLD website, and participants were able to review others' work and provide feedback.

Strong Start Kentucky

CCLD continues to participate in Strong Start Kentucky: Quality Pre-K for Every Child, an initiative of the Prichard Committee for Academic Excellence. Strong Start Kentucky's policy and legislative updates help inform CCLD's early childhood work. CCLD also supports the initiative's goals of increasing access and enhancing the quality of pre-K programs in Kentucky.



Imagination Library of Kentucky



In 2010, the leadership and staff of the Collaborative Center for Literacy Development (CCLD) recognized what others around the nation were observing – Kentucky was advancing literacy achievement in various segments. A proposal was made to the then First Lady Jane Beshear to establish an annual recognition of Kentucky’s achievements through a statewide celebration that would promote the successes while also allowing more focused efforts on the areas for improvement; the Kentucky Literacy Celebration was born and implemented in 2011 as the inaugural year. During that first year, Mrs. Beshear shared about her introduction to and impression with the Dolly Parton’s Imagination Library, resulting in a “charge” to find a way to implement it as a statewide initiative for the earliest of learners of the Commonwealth of Kentucky. The seed was planted.

It took several years to explore, develop, and implement a model that could be piloted to hopefully replicate into a statewide endeavor. The project is based on the premise of children from birth up to their fifth birthday receiving a quality, age-appropriate book per month in their homes. In 2015, CCLD organized a regional effort with the Kentucky Reading Association and the Kentucky Valley Educational Cooperative to establish the Imagination Library in 14 counties. CCLD’s project expanded the book dissemination initiative to include trainings for early childhood educators and families to enhance the benefits of the international project for the regional pilot. The expanded efforts were recognized by the Kentucky Department of Education, resulting in the inclusion as an approved initiative in both rounds of the state striving readers grants awarded by the federal government to districts to support literacy achievement for learners birth through high school. Many of the Striving Readers Comprehensive Literacy (SRCL) and the Kentucky Comprehensive Literacy (KyCL) recipient districts used the grants to establish and expand access to the Imagination Library in their communities.

Fast forward to 2020, and a few state legislators took a keen interest in the Imagination Library endeavors occurring in the state, recognizing the potential impact it could have on learner achievement in literacy development. Senators Morgan McGarvey and Robert Stivers collaborated to establish a line item in the 2021 state budget to promote a statewide expansion for all counties with a 50-50 match; the 2022 biennial General Assembly furthered the commitment through enacted legislation to solidify the determination to make the initiative a high standard for communities to engage in and open up the initiative in their counties. Through partnerships with the Kentucky Department of Education and the Dollywood Foundation, CCLD was tagged as the statewide agency to oversee the expansion efforts. Upon funding allocations and contracts signed, the initiative was prime for growth.

After the official announcement and kickoff in late October 2021, a goal was established to assist counties to either expand their current endeavors or initiate a new affiliate in their area, a status for 56 of Kentucky’s 120 counties; 64 counties had active countywide programs. Also, a target of 30,000 newly enrolled children was set for the remainder of the fiscal year. At that time, 15% of the state’s eligible children birth to five were participating in the Imagination Library. By June of 2022, with seven months of concerted efforts, only 19 counties remained to implement countywide implementation, with all of those in some stage of planning and progress. The number of new enrollments exceeded the goal with more than 34,000 new children signed up to receive books, and an increase to 22% of eligibility reached in that timeframe.

CCLD hosted a Statewide Rally in July 2022 to bring together representatives from each county to network, learn, share, and celebrate. The day-and-a-half event, held in Louisville, provided a platform for new, well established, and burgeoning affiliates to convene for a common purpose – expand the Imagination Library so every eligible child can access the books afforded through the initiative. The dream that Mrs. Beshear had and planted the seed through CCLD has come to fruition, thus apropos that she shared her vision, passion, and commitment to that dream with the attendees. Workshops on the operations, community networking and support, and community and family engagement were offered so participants could glean from all the offerings. Kentucky author Nancy Kelly Allen provided the luncheon address on the second day.



Imagination Library of Kentucky Statewide Rally: interactive sessions, learning, sharing, networking, and celebrating



Former KY First Lady Jane Beshear: from her dream to fruition





Reading Recovery® in Kentucky

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the lowest achieving first graders. National data show that these students represent the hardest-to-teach, typically starting the school year in the 20th percentile or lower. These children are taught by a Reading Recovery teacher who designs daily individual 30-minute lessons that are responsive to each child’s strengths and needs. The goal is to accelerate each student’s progress in reading and writing to average first grade levels within 12 to 20 weeks (30-50 hours of instruction). The students who are still having difficulty after a complete intervention of 20 weeks, are recommended for further evaluation. For these children, Reading Recovery serves as a pre-referral, diagnostic intervention.

In the 2021-2022 school year, 2,458 students in 258 schools across 87 Kentucky school districts participated in Reading Recovery. Reading Recovery students in Kentucky were taught by 318 highly trained Reading Recovery teachers:

- Ninety-seven percent of Reading Recovery teachers in Kentucky have master’s degrees or higher.
- All teachers have received a full year of intensive Reading Recovery training, and after their training participate in ongoing professional development provided by 20 Kentucky Teacher Leaders who receive their training and ongoing support from the Reading Recovery Center at the University of Kentucky.
- Reading Recovery teachers spend 2 hours of their day teaching first-grade students in Reading Recovery and the remainder of their day teaching students at all grade levels as Title 1 teachers, reading specialists, special educators, and part-time classroom teachers.
- Reading Recovery teachers provided instruction, on average, to 8 Reading Recovery students and 35 or more other students per year. This year, Reading Recovery teachers in Kentucky served 2,458 Reading Recovery students and an additional 11,130 students in their other roles for a total of 13,588.

Of the 2,488 Reading Recovery students in Kentucky in 2021-2022:

- 48% were boys
- 52% were girls
- 15% were African American
- 8% were Hispanic
- 71% were White
- 81% were receiving free/reduced-price lunch
- 15% had documented disabilities

In the 2021-2022 school year, 67% (N=1649) of Reading Recovery students in Kentucky completed the full series of lessons by either reaching grade level or being recommended for longer-term support.

33% of students did not complete the full series of lessons either because they began too late in the school year (29%), they moved (3%), or for some other reason (1%).



Lindy Harmon

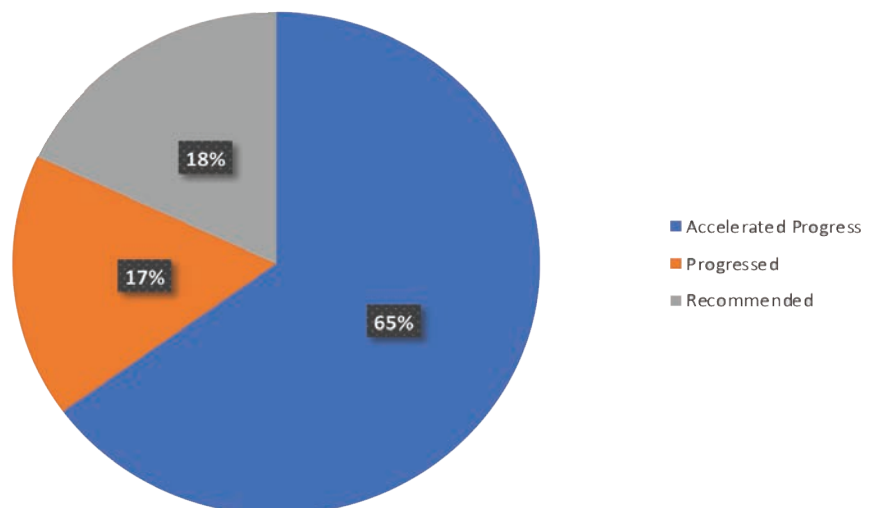


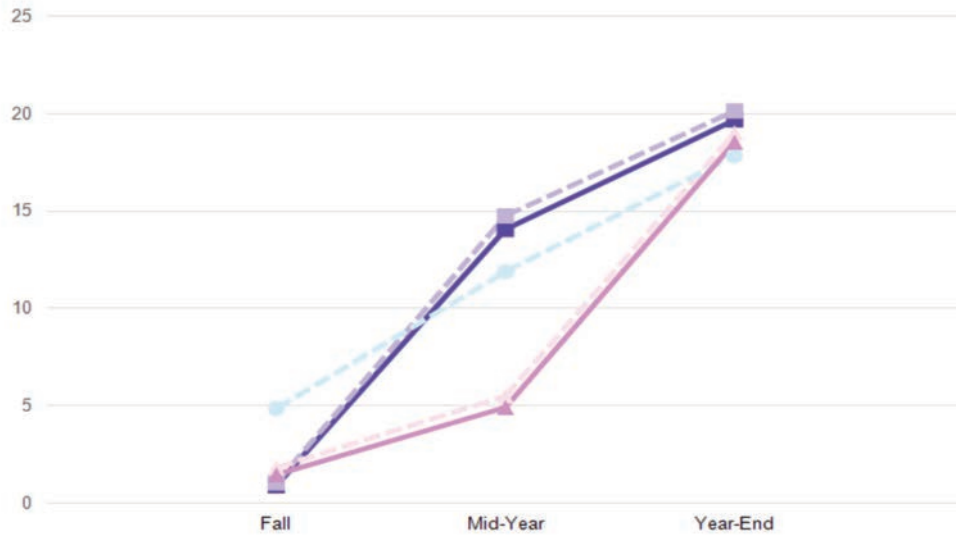
Figure 1. Outcomes for Kentucky Reading Recovery children with a full series of lessons, N=1,649

Of the 1649 students who completed the lesson series:

- 65% Reached Accelerated Progress/1st Grade Level Proficiency (N=1073)
- 17% Progressed but did not reach the average of their classroom during the intervention period (N=283)
- 18% Recommended for Longer-Term Support (N=293)

Of the 576 students who did not reach the average of their classroom by the end of the lesson series (20 weeks): 53 of the Progressed students went on to reach Text Levels 16 and above by year end.

The chart below provides evidence that both first and second round students showed accelerated growth above the National Random Sample students after beginning the year far below the average first-grade student.



	Fall	Mid-Year	Year-End
First Round – Accelerated Progress	0.9	14.1	19.7
Second Round – Accelerated Progress	1.5	4.9	18.6
National – First Round – Accelerated Progress	1.0	14.8	20.2
National – Second Round – Accelerated Progress	1.8	5.5	19.0
National Random Sample	4.9	11.9	17.9

Figure 2. Text reading level growth comparison of local and national data: University of Kentucky, 2021-2022



Reading Recovery lessons in action



The chart below shows the gains made by first and second round Reading Recovery students on Text Level, Writing Vocabulary and Phonemic Awareness/Phonics skills compared to the growth of the National Random Sample students.

	Average Scores			Gain
	Fall	Mid-Year	Year-End	
Text Level				
Reading Recovery (fall)	1	14	20	19
Reading Recovery (mid-year)	1	5	18	17
Typical 1 st grader*	5	12	18	13
Writing Vocabulary				
Reading Recovery (fall)	8	46	53	45
Reading Recovery (mid-year)	9	26	53	43
Typical 1 st grader*	17	36	48	31
Phonemic Awareness / Phonics				
Reading Recovery (fall)	18	35	36	18
Reading Recovery (mid-year)	19	31	36	17
Typical 1 st grader*	25	33	35	10

* Typical 1st grader is a random sample of 2,349 first grade students from the entire United States.

Figure 3. Literacy achievement: Growth on text level, writing vocabulary, and phonics for students who reached average performance of the class, compared to typical 1st grader, 2021-2022

Evidence of the effectiveness of Reading Recovery as an intervention:

- Hurry, J., Fridkin, L., & Holliman, A.J. (2022). Reading intervention at age 6: Long-term effects of Reading Recovery in the UK on qualifications and support at age 16. *British Educational Research Journal* Vol. 48, No. 1, pp. 5–21.
- Kaye, E. L., Lozada, V., & Briggs., C. (2022). Early Identification of and Intervention for Children with and without Dyslexia Characteristics: A Comparison Study. *Literacy Research and Instruction*, DOI: 10.1080/19388071.2022.2059418 To link to this article: <https://doi.org/10.1080/19388071.2022.2059418>
- Nickow, A., Oreopoulos, P. & Quan, V. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. *National Bureau of Economic Research*. <https://www.nber.org/papers/w27476>
- *Advances in Research on Reading Recovery [Special issue]*. (2016). *Journal of Education for Students Placed at Risk*, 21(1).
- May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., Anderson-Clark, H., Schiera, A. J., Blackman, H., Gillespie, J. N., Cecile, S. (2014). An evaluation of the i3 scale-up of Reading Recovery. <http://readingrecovery.org/readingrecovery/research/effectiveness/i3-scale-up-evaluation>
- Dougherty Stahl, K. A. (2008). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. *Journal of Literacy Research*, 40, (3), 359–393.
- D’Agostino, J. V., & Murphy, J. A. (2004). A meta-analysis of Reading Recovery in United States schools. *Educational Evaluation and Policy Analysis*, 26(1), 23–38.
- Florida Center for Reading Research: Reading Recovery. (June 19, 2008). http://fcrr.org/FCRRReports/PDF/Reading_Recovery.pdf
- What Works Clearinghouse. Reading Recovery. <https://ies.ed.gov/ncee/wwc/Intervention/209>

Reading Recovery as a Professional Learning Model

Reading Recovery is both an intervention for children in first grade and a professional learning model for in service teachers. The Reading Recovery Training Center at CCLD provides initial training and ongoing professional learning (OPL) for all Reading Recovery Teacher Leaders across the state. Teacher Leaders complete a year-long, graduate level program of 18 hours of coursework in Literacy Theory, Clinical Literacy Teaching of children, and Literacy Leadership including the coaching of adult learners. The training and OPL provide allows Teacher Leaders to return to their respective regions and provide training and OPL to Reading Recovery teachers across multiple districts.

Reading Recovery teachers complete a yearlong graduate-level training course taught by a Teacher Leader. This sustained training involves model lesson observation, teacher demonstration of effective teaching techniques, and frequent collaborative discussion between participants. Additional, ongoing PD for these teachers includes monthly opportunities for interaction and collaboration with school leaders and colleagues, and ongoing access to conferences and training institutes.

Reading Recovery has been recognized as an Effective Teacher Professional Development model by the Learning Policy Institute; cited as the only model that met all seven of the elements of effective Teacher Professional Development.

“Reading Recovery changed what I thought I could be as a teacher. It is the first experience that told, showed, and supported my efforts to do new things. Most training tells you and you’re on your own! Or they show you a single example that’s in a book or video. This training teaches you using the same responsive methods you learn how to use to teach children. It’s awesome.” - Reading Recovery Trainee

“I was a first-grade teacher before Reading Recovery. I really thought I was good at teaching letter sounds and words before the training. I had no idea how much Reading Recovery would help me understand the why and how of teaching foundational skills. I UNDERSTAND much more about phonemic awareness, phonics and all aspects of teaching reading and writing because of this training.” - Reading Recovery Trainee

“The Reading Recovery professional development that I have received has allowed me to grow as an educator and to see how students learn instead of just what they are learning.” - Reading Recovery Trainee



Teacher Leaders working through the Cognitive Skills and Processes Module on Phonemic Awareness with Classroom Teachers in Madison County



Kentucky's Teacher Leaders also include Special Education teachers, English Language Teachers, and Classroom teachers in their professional learning experiences in the following ways.

Literacy Lessons Intervention

The University Training Center and Teacher Leaders have been implementing Literacy Lessons as a professional learning model for Special Education and English Language Learner teachers since 2014. Specialist teachers train alongside the teachers in a Reading Recovery class, teach at least one child individually and attend continuing professional development. It has been found both groups are learning from one another.

"It is the most highly effective training and professional development that I have received in my 15 years of experience in special education." - Literacy Lessons teacher

"Literacy Lessons has been the best training I've had as a special education teacher. It was very intense and it greatly increased my knowledge of how children acquire literacy. I am so much better equipped to help my special education students who are struggling with reading and writing." -Literacy Lessons teacher

Support for Small Literacy Group Instruction

Teacher Leaders provide support for several small group literacy learning models that have been chosen by their respective schools and districts. Some of these small group models include the Comprehensive Intervention Model (CIM), RISE framework, Leveled Literacy Intervention, and many others that support improvement in literacy learning through small group instruction.

Literacy Processing Specialists

Teacher Leaders include Classroom teachers, Coaches, and Administrators in classes to explore Marie Clay's theories of reading and writing. These learning experiences help classroom teachers and support personnel in Reading Recovery schools use this knowledge in practical ways to help students of various grade levels make accelerated gains.

Cognitive Skills and Processes Modules

Kentucky's Teacher Leaders are working with both Reading Recovery and classroom teachers on these learning modules each year. These Modules cover different topics focused on literacy learning for primary students and provide guidance on both what and how to teach the skills as well as how to work with adult learners for each topic. The Modules include Monitoring, Book Introductions, Retelling and Deep Comprehension. The remaining Modules focus on Early Decoding Skills including Alphabet, Early and Advanced Phonemic Awareness and Phonics, Cumulative Decoding, Working with Syllables, Word Parts and Vocabulary, Rhyming for Decoding, and Spelling/Orthography.



*Ongoing Professional Learning in
Shelby County*



Teacher Leader Professional Learning

Evidence on Reading Recovery as a Professional Learning Model

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-prof-dev>

“Parents have a very favorable opinion of Reading Recovery because they see first-hand their child’s growth in reading. It is one of the most requested supports from parents.” - School Administrator

“The Reading Recovery teachers are excellent resources in the building. They work with individual teachers and grade levels. They help lead professional development and provide coaching support for teachers. I don’t know what I would do without them!” - School Administrator



Ongoing Professional Learning in Shelby (l) and Knox (r) Counties



Kentucky Reading Project

The Kentucky Reading Project (KRP) is committed to advancing students' literacy achievement through high-quality teacher professional development. Using the expertise of literacy faculty at all eight state universities, KRP believes that teachers know their students (and themselves) better than anyone else. Ongoing support and encouragement from College of Education faculty statewide enables teachers to make significant changes in their teaching practice for the benefit of their students. Teachers have always known what their students need – but sometimes they need guidance and the resources to answer these needs. Each year, the KRP literacy faculty adapt and center instruction on topics and areas relevant to the teachers' needs in their region.

KRP is a collaboration among the eight state universities, the National Center for Families Learning (NCFL), the Kentucky Department of Education (KDE), and various other educational and governmental organizations. Due to the COVID-19 pandemic, KDE extended their RTA grant and added a fifth year of KRP training to the RTA +1 teachers (KRP4RTA). KRP also continued its work with KDE's Kentucky Comprehensive Literacy (KyCL) grant (2020-2024), as KRP was listed as one of the approved elementary options for quality professional development.

Essential components of the Kentucky Reading Project include:

- Applying Theory and Research to Meet the Needs of All Learners
- Understanding Equity and Diversity Issues and Their Impact on Literacy Instruction
- Providing Assistance to Striving Readers
- Using Phonemic Awareness, Phonics, and Word Recognition Strategies to Develop Fluency
- Identifying Processes and Strategies for Teaching Reading Comprehension
- Integrating and Understanding the Relationship between Reading and Writing
- Teaching Reading and Writing Across the Curriculum
- Using Formal and Informal Assessment to Guide Instruction
- Designing and Managing a Balanced Literacy Approach

Between all KRP related initiatives, there were over 325 teacher participants from over 230 schools in 106 districts. Following are highlights from these trainings:

Eastern Kentucky University (EKU) and Kentucky State University (KSU)

KRP, KRP4RTA and KyCL Bourbon, Rockcastle (Dr. Stacey Korson, EKU, Dr. Nora Vines, University of Tennessee at Knoxville, Dr. Natalia Ward, East Tennessee State, Lisa King, Cari Sherrets and Jilliane McCordle)
KSU KRP4RTA (Drs. Nora Vines and Natalia Ward)



Erin W. Powell

EKU and KSU institutes began by focusing attention on oral language, phonemic awareness, the alphabetic principle and then built to phonics and word recognition, while keeping comprehension as the goal of interactions with texts. Evidence-based practices (e.g. explicit, systematic, multisensory phonics instruction) are emphasized and integrated across sessions. Appropriate whole group instruction and differentiated small group instruction are tenets that were integrated across all topics. The power of utilizing reading-writing connections was highlighted. Professional texts and videos focused on leveraging the reciprocal relationship between reading, writing, and word study were also major components of the institute. Teachers were explicitly taught that while language may develop naturally, literacy development requires explicit and intentional teaching couched within the print-rich context of reading, writing, and word study.



Katie Gray

EKU and KSU framed all content with the Five Pillars of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000). The institute was organized to begin with a grounding in the code building from phonemic awareness and foundational skills, to fluent reading, and comprehension strategies. EKU and KSU added motivation, engagement, reading-writing connections, and representation in instructional materials to these models to provide teachers a holistic view of literacy.



Bourbon County KRP Summer Institute

Participants engaged in daily deep dives throughout the institute (face-to-face; online synchronous; asynchronous). Deep dive topics included phonics and word study; dialogic reading; fluency; reading-writing connections; culturally relevant pedagogy; vocabulary and word-consciousness. Directors and facilitators led sessions on specific topics which included modeling specific instructional strategies based on readings, the needs assessment conducted by CCLD, and real-time teacher input. Participants then worked on application of strategies and content to their own teaching context. Additional small group and individualized support was tailored to meet the needs and areas of interest based on Literacy Action Plan (LAP) topics (comprehension; writing and reading; phonics/word recognition; reading and writing across the curriculum). In addition to modeling how reading and knowledge building can enhance writing, participating teachers explored the importance of using writing as a pathway to learning to read in earlier grades and as a pathway to improving comprehension in upper elementary grades (Graham, 2006).

Morehead State University (MSU)

KRP, KRP4RTA, KyCL Fairview and Greenup (Dr. Rebecca Roach, MSU and Sarah Kelsey)

The yearlong MSU KRP experience was grounded in research from developmental and educational psychology, cognitive science, and cognitive neuroscience in the five key elements of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. During the summer institute, participants were introduced to Scarborough's Rope Model of Reading and presenters consistently referred back to the model throughout the institute. Participants also examined formal and informal reading assessments that target areas of strengths and weakness, monitor development, and aid in appropriate instruction in the five key elements.

Two full days of the summer institute were dedicated to phonics, phonological and phonemic awareness. The presenters modeled evidence-based instruction and discussed the research that supports intentional and structured instruction in the early grades and beyond. Finally, presenters introduced the connection between dyslexia and phonological/phonemic awareness.

Presenters modeled effective teaching approaches and connected these to verbal reasoning and language structures. They discussed research on the importance of fluency instruction and modeled classroom activities to increase reading expression, automatic word recognition, rhythm and phrasing, and smoothness. Participants discussed the three areas of text complexity: text, reader, and task and the separate qualitative measurements of literary and informational texts. Participants practiced effective strategies for drawing inferences, making predictions, analyzing story elements, summarizing and retelling. Participants also practiced effective strategies for determining main idea and supporting details, using text features, and drawing inferences. Writing-to-learn and writing-to-demonstrate learning and activities were embedded daily in every key element.

Murray State University

KRP and KRP4RTA (Dr. Christina Grant and Holly Bloodworth, Murray State)

Murray State's KRP met on campus, in-person, for 2 full weeks in June 2021. 11 teachers joined the KRP cohort in June and 9 more individuals joined us the second week of the institute through the KRP4RTA grant. Together they built a close-knit bond that continued all school year. 10 guest speakers spoke on a variety of literacy topics. All 10 were KRP alumni! Topics included reading theory, phonemic awareness, phonics, fluency, vocabulary, comprehension, dyslexia, writing, motivation, assessment and differentiation. Murray held 4 follow-up meetings during the school year to support the group and continue their LAPs.



Murray State KRP

Northern Kentucky University (NKU)

KRP, KRP4RTA, and KRP4RTA ALUMNI GROUP (Dr. Lynne Smith, NKU)

NKU's KRP looked at the core concepts of reading and for each concept, discussed what it means in everyday language and how it manifests in the classroom. After thinking about and discussing the nature of reading, they took a closer look at the elements of reading. They looked at how the different levels of word recognition could best be fostered by specific strategies they need and discussed the need for explicit phonics instruction that was based on what students already know and what they are ready to learn.

They took a closer look at fluency as the bridge between decoding and comprehending and discussed the different parts of fluency and how important it is to make sure students see fluency as more than speedy word calling. They referred to online resources for readers theater, poetry, radio reading, and choral reading.

In looking more closely at comprehension, they talked about specific strategies that could be used to strengthen students' abilities in several aspects of comprehension: the difference in a strategy and a skill, how to determine if students were understanding, how to build or incorporate students' background knowledge, how to help students answer questions, how to infer, and how to summarize what has been read. They also discussed different ways to incorporate reading and writing across the curriculum.

Finally, they looked for ideas for presenting, organizing, demonstrating, and evaluating students' writing. In particular, discussions included the need to write every day, how to give students valuable feedback, and how to help students share their writing.

The KRP4RTA Alumni Group was made up of teachers who attended a KRP4RTA session during 2020-2021 but never had the opportunity to implement their action plans due to the pandemic. They had been asked to work with the RTA teacher in their building for another year, and they had opted to participate again. The group covered the state geographically from Murray to Louisville to Northern Kentucky to Hazard.

The content covered in the alumni group covered three areas: Fluency, Writing and Content Literacy. The focus for fluency was how to help students understand that fluency includes the rate of reading, the correct reading of words, and the ability to read with expression. What we highlighted for writing were the variety of strategies to help students with specific writing needs. The content literacy time was spent looking at how to build background knowledge and vocabulary as well as the text types students were likely to encounter.

NKU KyCL Eminence (Dr. Tammie Sherry, NKU, and Joyce Harris)

Eminence had adopted Fountas/Pinnell LLI for this past school year and year before, adopted Orton Gillingham for phonics instruction. The teachers wanted a solid instruction routine that could be used with either. For this reason, the summer institute focused on the elements necessary for guided reading/writing patterns of practice. They used KRP provided resources as textual support of how to structure these instructional practices and how the programs adopted could be used within small groups and center work. The cadre read and worked on the 'how to's' of finding a student's instructional level with various literacy assessments and how to implement targeted strategy instruction in small, guided groups.

University of Kentucky (UK)

KRP4RTA (Dr. Mary Shake, UK and Debbie Carter)

UK addressed the five components of reading throughout the summer training and follow ups. Using *Meaningful Phonics* by Wiley Blevins, UK participants learned a synthetic phonics approach and balanced that Debbie Diller's *Growing Independent Learner* and a new text - *Comprehension: The skill, will, and thrill of reading* (Fisher, Frey, & Law). Directors pulled in additional reading, videos, and activities to address the five components as well as writing. Activities were planned for participants to map out plans addressing the standards using information from the core texts provided. They deconstructed the standards (according to the Teacher Clarity Toolkit format) and used children's texts and texts from their core programs to determine an instructional sequence to address standards. Participants were provided lists of mentor texts, various writing rubrics and other instructional tools that stressed the connection between many comprehension instructional strategies and how those may be used in writing as well.

University of Louisville (UofL)

KRP and KRP4RTA (Dr. Jane Andris, UofL, and Carla Wilson)

In addition to the core concepts of KRP, UofL's KRP specific focus was to draw in the voices of authors and scholars of color. To this end, UofL added children's and professional literature from a more diverse representation of authors, a visit from children's book author Saadia Faruqi, and a workshop series led by Dr. Mikkaka Overstreet, an elementary literacy professor at East Carolina University who writes extensively about culturally responsive and affirming teaching strategies. UofL also welcomed George Ella Lyon who presented a writers' workshop during the summer institute.

Western Kentucky University (WKU)

KRP (Dr. Nancy Hulan and Dr. Susan Keeseey, WKU)

The KRP at WKU consisted of both in-person days at the Knicely Center in Bowling Green and synchronous online days. The summer institute focused on topics including the reading-writing connection, maintaining engagement amid virtual and Covid-related stressors within literacy instruction, phonemic awareness and phonics instruction, vocabulary and comprehension instruction, and fluency instruction. Participants attended the online Book Love Foundation conference throughout the summer, attended the Kentucky Reading Association conference in September, and held follow-up meetings including the Share Fair. Literacy Action Plans included topics related to vocabulary instruction and family engagement, high leverage practices related to phonics instruction, increasing reading engagement with the 40-book challenge and fostering interest and motivation to read and write.

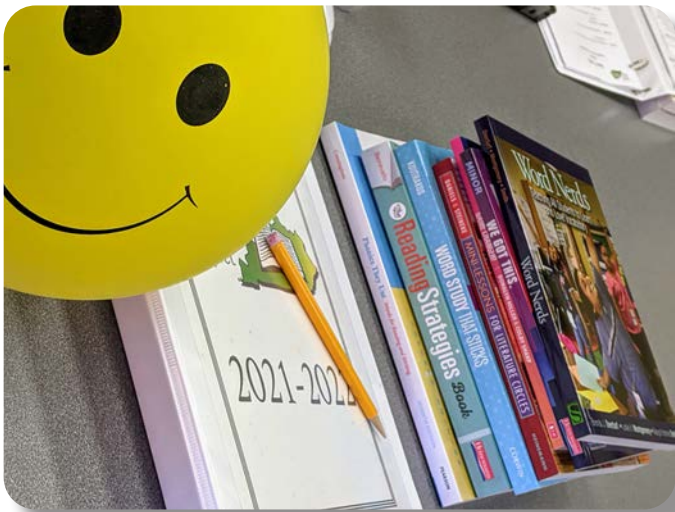
WKU KRP4RTA (Dr. Tammie Sherry, NKU, Joyce Harris and Monica Gallagher)

WKU's KRP4RTA cadre focused on topics related to word study, spelling development and small group guided reading and writing instruction. The institute was grounded in the theory supporting these areas from *Best Practices in Literacy Instruction* written by leading literacy researchers in those related fields. WKU also paired the text with practical applications to theory from *Words Their Way* (Templeton), *Guided Reading* (Richardson) and *Small Writing Groups* (Serravallo).

National Center for Families Learning

NCFL prepared and facilitated family engagement workshops for the 2021-2022 KRP and KRP4RTA summer institutes. In preparation for these workshops, NCFL reviewed current research in family engagement and family-school partnerships as well as participant feedback from the prior year's sessions. The training, *Partnering with Families for Student Success*, encompassed family engagement research, assessment, and best practices as well as specific strategies for engaging families in at-home literacy learning. Elementary educators can apply lessons learned in their Literacy Action Plans (LAP) as well as their broader classrooms and school communities. NCFL designed the 2021 KRP workshop to empower educators with strategies to engage with families in ongoing, systematic ways that are focused on reading and writing and that can be implemented at the classroom level. The workshop exposed educators to family engagement research including the work of Karen Mapp, Heather Weiss, Luis Moll, Joyce Epstein, Larry Ferlazzo, Maria Paredes, and the team at the Flamboyan Foundation. These researchers define family engagement in different ways but focus on families' strengths with the goal of engaging them as partners in education.

Finally, in 2021, NCFL intentionally focused on equity in family engagement in response to the pandemic and social justice inequities in America. Participants discussed strategies and practices that teachers and schools could utilize to ensure that all families have opportunities to engage in their children's education.



A sampling of KRP professional texts used in cadres; Murray State KRP participants connected for virtual CCLD Share Fair in Spring 2022

KRP Participant Reflections

"I love that I learned the latest research in teaching reading and writing to my first graders. I also love the collaboration between teachers. Also, looking at our school's needs to choose an area to improve our instruction."

"It has given me many wonderful strategies and concepts to apply in class. My students have enjoyed the Family Writing Journals and sharing their experiences with family. I have learned so much personally about teaching the simplest things from letters and sounds to how reading and writing are used to support one another."

"I think my biggest success was the students growth this year due to the KRP4RTA. Over 90% of my students started off the year reading and working below grade level. By the end of the year only 30% were reading below grade level and most were working above grade level. I credit that success due to knowledge and resources I have gained through the KRP training."

"My biggest successes that I implemented was the restructure of my reading and writing time. With my students coming in much lower this year from the pandemic I knew something had to change in both of those areas. I learned how to implement small groups in reading and writing that would benefit my students and allow me to meet them where they are and move them forward. With the help of my reading interventionist we were able to progress our student and fill in gaps they had."

"Exposing students to a wide variety of texts and engaging them to learn about parts of books will help them while reading. Students mastering their letters and sounds of letters are just a few of the foundational skills that will promote reading and writing."



Adolescent Literacy Project

The Adolescent Literacy Project (ALP), provides intensive literacy professional development for middle and high school teachers across the state of Kentucky. It was designed to develop and integrate vital skills in teaching reading, writing, listening and speaking in content areas, and is a yearlong course that includes a summer institute with follow-ups and support throughout the school year. ALP is designed to be responsive to the current needs of teachers and students by assessing areas of growth in literacy education and designing professional development sessions that address those needs. The 2021-2022 ALP consisted of 182 participants at 6 university site cadres and represented 37 schools and 19 districts across the Commonwealth.

ALP Highlights

The summer institutes were held during June and July, 2021. As a part of the Kentucky Department of Education’s Kentucky Comprehensive Literacy Grant (KyCL), ALP was listed as an approved Professional Learning (PL) provider for the middle and high school educators. ALP continued its work with KyCL and provided through Morehead State University (MSU) and Eastern Kentucky University (EKU) for the districts that were awarded this grant and chose ALP as their PL provider.

Eastern Kentucky University (EKU)

ALP for KyCL – Bourbon, Rockcastle (Dr. Dorie Combs, Dr. Eileen Shanahan, Kevin Presnell, Devan Stone, Anjanette Davidson, and Kristyn Presnell)

The focus of the 2021-22 ALP Cohort based out of Eastern Kentucky University was to focus on disciplinary literacy broadly, with specific efforts in the areas of inquiry, using discussion to generate student learning, multimedia literacy, and teaching reading and writing of complex texts.

As a result of the initiative design, the following needs were met:

- At the adolescent level, the science of reading was addressed through sessions on vocabulary and breaking down complex texts with students to help them understand word parts and organization of ideas.
- There was a strong focus on the role of talk in helping students to become better readers and writers. Discussion within both the reading and writing process was a central focus, as is language (both vocabulary and grammar), another key components of the reading and writing process.



Eastern Kentucky University ALP Summer Institute

Based on feedback from past participants, there was significant time throughout the program for teachers to apply ideas they were learning relevant to their planning. They met in content-specific groups to focus on the Kentucky Academic Standards (KAS) for their grade level to ensure alignment between program ideas and their day-to-day teaching responsibilities. Presenters also referenced the KAS throughout various sessions to show participants their applicability.

Every day of the program included at least one session on writing instruction, in which the reading/writing connection is explicitly addressed. Participants used mentor texts provided to them during these sessions in which presenters modeled how to use texts to teach writing. Participants were given opportunities to analyze and compose writing based on mentor texts, just as their students should be expected to do.



Jasmin Perry

Kentucky State University (KSU)

ALP (Drs. Saleema Mustafa Campbell and Ann Lyttle-Burns)

KSU’s summer institute, addressed impediments to student motivation, engagement, and enthusiasm. This thematic focus is driven by a desire to maintain the momentum of student motivation, which is usually at its highest at the beginning of the school year. They addressed the academic and non-academic factors that inhibit student connectedness and engagement and explored methods

to reboot student/teacher motivation. Student choice, validation, and a sense of belonging can help increase students' intrinsic motivation. Therefore, KSU's ALP cohort explored themes pertaining to equity in education, culturally responsive teaching, and used Donalyn Miller's *The Book Whisperer: Awakening the Inner Reader in Every Child* to attempt to better realize the reading and writing potential in our students.

Equally important KSU bolstered instructional approaches pertaining to the essential components of reading and writing. They conducted some direct instructional sessions with participants where the cohort discussed and demonstrated teaching strategies related to reading comprehension, oral reading approaches to fluency, close reading, text annotation, vocabulary development, and literacy strategies for digital learners. Mindful of the connection between reading and writing, KSU ALP considered the benefits of journaling and review strategies in Jennifer Serravallo's *The Reading Strategies Book: Your Guide to Developing Skilled Readers* and *The Writing Strategies Book: Your Guide to Developing Skilled Writers*. Participants considered best approaches to implementing Kentucky Academic Standards for Reading and Writing (grades 9-12) and Kentucky Academic Standards for interdisciplinary literacy practices via group discussion and participant presentations. Finally, they created a Google classroom space which provided a variety of additional resources, opportunities for extended learning, and community support.

Morehead State University (MSU)

ALP for KyCL – Fairview Independent and Greenup County (Dr. Alison Heron-Hruby, Brandie Trent, Leslie Workman, and Lindsey Johnson)

The Adolescent Literacy Project at Morehead State University (MSU-ALP) offered participants a strategy-based approach to improving literacy engagement and skill for grade 6-12 students. The strategies offered during the summer institute were based on expert research in the field of reading education but are grounded in practical classroom use, delivered to the participants through demonstrations from the ALP's teacher leaders. These strategies are also available to the participants in the professional development texts supplied to them.

The MSU-ALP focused on reading comprehension, active reading, and reading motivation, and the participants chose, under the guidance of the institute teacher leader, an area of inquiry to pursue that meets the specific needs of their students. While they pursue their line of inquiry, they plan literacy strategies for their students that align with the KAS in their content area and grade level(s), and they have opportunities to share their ideas with their ALP colleagues in small group discussions and written responses. The MSU-ALP closes with consideration of how these integrated language arts approaches (discussion and written responses) can offer teachers additional opportunities to boost student enjoyment and reading skill.

Northern Kentucky University (NKU)

ALP (Dr. Tammie Sherry, Dr. Mike DiCicco, and Joyce Harris)

NKU's ALP spent development time this summer focused on the aspects related to critical literacy, questioning and social/civic justice. They used the *Civically Engaged Classroom* text as a book study. They read and discussed how to support the idea of being critical consumers of all kinds of text and how to help students decipher news/information as agents of change in their communities. NKU ALP used Laura Robb's new book *Read, Talk, Write* to support lesson ideas related to classroom discourse, debates and listening skills.



Northern Kentucky University ALP Summer Institute

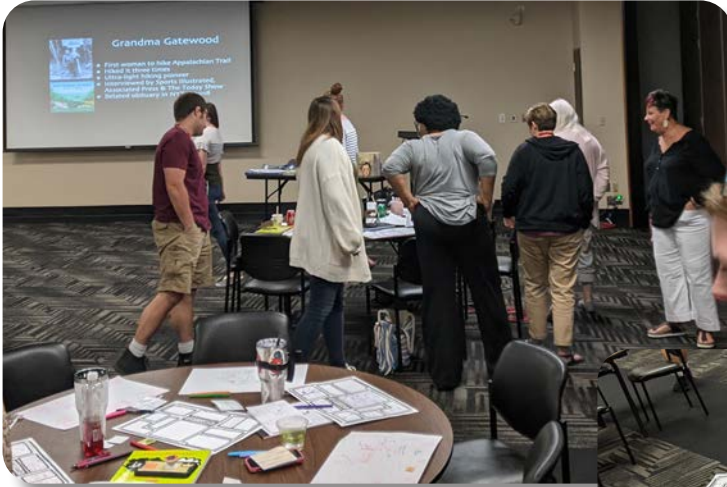
Western Kentucky University (WKU)

ALP (Dr. Kandy Smith, and Kadi Burden)

The focus of the WKU Adolescent Literacy Project for 2021-2022 is close reading. Close reading is situated in teaching students to read a text carefully and purposefully. While definitions of close reading vary, terms such as "attention," "text-dependent questions," "rereading," and "authenticating" abound and help to draw readers into those basic reading elements as shown represented in Deshler and Hock's (2006) *Adolescent Reading Theory*.

The WKU ALP focuses on the KAS standards in everything they do, including the Kentucky Interdisciplinary Literacy Standards for those participants that teach in a variety of disciplines. They use a template for creating close reading opportunities for students that includes an area where standards or practices are listed.

WKU also focused on moving close reading into the writing process. The inclusion of *Reading with Presence: Crafting Mindful, Evidence-Based Reading Responses* by Marilyn Pryle (Heinemann, 2018) was a huge success with the WKU participants.



Eastern Kentucky University ALP hosted a day-long workshop on capturing thoughts in literacy with Tanny McGregor

ALP Participant Reflections

"It brought to light the importance of teaching, reteaching and reinforcing content vocabulary to enable students to use it in their speaking, reading and writing in the content areas."

"Using Socratic Seminar with my students was great; also using and learning the techniques I would be teaching my students was very helpful."

"Seeing student growth in the area of math vocabulary, in their speaking AND writing!"

"My students have learned how to talk about the text in academic and structured ways while still getting to express opinions cordially."

"They [students] have developed a fundamental understanding of graphic organizers and literacy strategies for science content."

CCLD Share Fair 2022

The annual statewide Collaborative Center for Literacy Development (CCLD) Share Fair wrapped up the yearlong Kentucky Reading Project (KRP), Early Language and Literacy Project (ELLP), and Adolescent Literacy Project (ALP) initiatives. Due to the Covid-19 pandemic, the Share Fair was again moved to a virtual format and was held on April 22-23, 2022. Over 225 presentations were conducted with the focus on the literacy plans CCLD's initiative participants worked on throughout year. Over 420 educators logged into the virtual platform and attended the sessions. Kentucky Poet Laureate, Crystal Wilkinson, provided a workshop on Friday evening, April 22nd, as well as delivered the luncheon keynote on the 23rd. A "comand center" was established at a venue in Lexington, KY where volunteers gathered to help facilitate the numerous virtual sessions during the day of sharing and learning. The alternative Share Fair format provided a unique opportunity for all initiative-related "attendees" – initiative participants, directors, district administrators, CCLD personnel – to increase access to more presentations. It also allowed for viewing by a larger audience outside the initiatives, as the site was made public. The presentations for all 2020-2021 CCLD Share Fair initiatives may be found at: www.kentuckyliteracy.org/sharefair-presentations/ or by scanning the QR code below:



Let's Get Cooking!

- With the initiative of "Bring it to the Dinner Table" in mind, our reading team came up with the idea for families to engage in their child's learning in a fun, practical, and meaningful way.
- Families would be given a bag of ingredients, a dinner recipe, a book, and a sheet with reading tips, conversation starters, and ways for families to discuss SEL goals that Southside was implementing in classrooms for that month.
- Families were sent home fliers encouraging them to reserve a ticket with the amount of people the meal needed to provide for. On the night of the event, they exchanged the ticket for their bag of supplies!
- Each month this event has taken place, the book provided.



Bring it to the Dinner Table with DRAGONS LOVE TACOS

RELATIONSHIP SKILLS

INGREDIENTS:

- 2 Flour tortilla shells
- Chopped chicken
- Chopped tomatoes
- Chopped onions
- Chopped jalapenos
- Chopped cilantro
- Chopped avocado
- Chopped cheese
- Chopped sour cream
- Chopped salsa

INSTRUCTIONS:

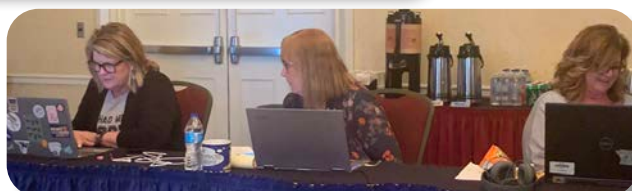
- Preheat oven to 350 degrees.
- Line a baking sheet with aluminum foil.
- Place the tortilla shells on the baking sheet.
- Top each tortilla shell with the ingredients listed above.
- Use the other flour shell on top of the other.
- Place the tortilla shells in the oven and bake for 10-15 minutes.
- Remove the tortilla shells from the oven and let them cool.
- Top each tortilla shell with the ingredients listed above.
- Use the other flour shell on top of the other.
- Place the tortilla shells in the oven and bake for 10-15 minutes.
- Remove the tortilla shells from the oven and let them cool.

Why do you love dragons this time?

How do you love dragons this time?

Why Tip for Reading Young Readers!

How do you love dragons this time?



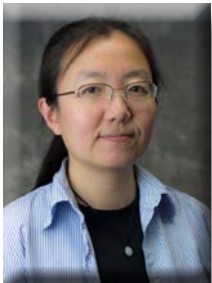
Read to Achieve

The Kentucky General Assembly created the Read to Achieve Grant program (RTA) in 2005 to support schools in implementing intervention programs that support low achieving students in primary grades. The Collaborative Center for Literacy Development is charged with creating and administering a comprehensive research agenda to determine the impact of interventions on student achievement in reading for RTA participants. In each grant cycle, the evaluations focus on three areas: student achievement, classroom teacher professional development to advance student reading achievement, and the fidelity of the program's implementation.

The 2020-2021 KY RTA Grant program evaluation was designed in collaboration with the Evaluation Center at the University of Kentucky. Findings from this year's report (2020-2021, presented below) should be viewed with caution due to the confounding factors related to the COVID-19 pandemic.

Summary of Key Findings

- **Student Achievement**
 - Total student records in this school year were lower than in previous years: Students and teachers changed instructional methods multiple times, and the ever-looming threat of the pandemic likely had a significant impact on learning. These factors were visible in this year's achievement data which showed less growth compared to previous years. All RTA students whose MAP data were available had lower scores than previous years' RTA students, regardless of demographics. However, RTA student growth matched the growth of all students from school districts who provided MAP data - meaning all students measured (control and target) had approximately the same growth.
- **Impact of the +1 Initiative**
 - Data collected from Plus One teachers showed most of them were interacting daily with the RTA teacher in their role as a Plus One teacher and interacting with other classroom teachers at least weekly, if not more frequently. Plus One Teachers also showed high confidence in their abilities and a large majority reported they were seen as literacy leaders in their schools.
- **Fidelity of Implementation**
 - Data exploring the implementation of the program in 2020-2021 showed a program disrupted by alterations to learning due to shifting between in person and extended periods of remote/hybrid learning: around half of RTA interventionists reported starting the program later in the school year, 80% reported having to shift instructional plans at least twice, and over half shifted instructional methods three times or more. Additionally, the majority of interventionists reported that not all students were available for remote instruction when it occurred. These, and other implementation issues because of the pandemic, appeared to have a significant impact on the program's effects.
- **Teacher Views on Impactful Practices**
 - This year's evaluation included a focus on investigating perceptions of impactful practices. RTA stakeholders identified "additional instructional time on literacy" and "consistent literacy instruction across instructors (interventionists and classroom teachers)" as having the most impact on student learning. On the other hand, stakeholders reported "building resource libraries in online spaces" and "collaborating with external partners" as less impactful. Finally, the evaluation provided information on the difficulty of implementing these practices and the frequency of implementation. This may provide insight into areas for future professional development.



Xiaoliang Qi



CCLD Research and Evaluation Office

What is “evidence-based” research? What are “evidence-based” programs?

The term “evidence-based,” has been replacing the term “research-based” and “science-based” in state education advisories and grants over the past few years. It is found in legislation passed into law (i.e., Kentucky Regulatory Statutes; KRS). The term is defined and employed in several laws, including KRS 164.0207 which sets forth the objectives of the Collaborative Center for Literacy Development.

These statutes clarify that the definition of “evidence-based” is the same as set out in Federal Code, Chapter 20, definition of terms (20 USC sec 7801 (21)). This definition sets out three tiers of suitable research evidence that would qualify a method, program, screener, or intervention as “evidence-based.” Strong evidence requires a large-scale experimental study (e.g., random assignment, controlled field study); moderate evidence requires a large scale quasi-experimental study (e.g., regression discontinuity analysis on pre-existing data); and “promising” evidence requires a correlational study of sufficient size to generate a statistically significant outcome without risk of Type I error (false positive).

In addition to the three tiers of research evidence demonstrating efficacy, “evidence-based,” can also be used to describe methods or programs that have not been directly studied using the above designs but are potentially justifiable based on evidence-based research done on analogous methods or programs or subcomponents of such. However, in this case, the user must also collect data on the method to show that the justification is borne out by its use (proof-of-concept studies, or pilot studies).

“Evidence-based” is often matched with “reliable” and “replicable.” Strictly speaking these latter two terms do not refer to instructional methods or programs, but to research designs, or research instruments. “Reliable” means a research procedure or design is consistently accurate. “Replicable,” means the findings are presented with enough information and detail and with a suitable design that if a second group of researchers were to repeat the study, they would obtain the same findings. NB: researchers have discovered that many “replicable” studies in psychometric research, such as in education, do not, in fact, replicate when repeated.

Evidence-based Methods, Interventions

Are methods or interventions that have been demonstrated as effective through research

- **Tier 1: Strong Evidence:** well-designed and implemented randomized control experimental study or studies ***
- **Tier 2: Moderate Evidence:** well-designed and implemented quasi-experimental study or studies (non-randomized; pre-post) ***
- **Tier 3: Promising Evidence:** well-designed and implemented smaller-scale correlational study or studies ***
- **Can Also Indicate Demonstration of a Rationale:** Method justified by high quality research findings*** or positive evaluation data *** on similar or subordinate aspects of the method that suggest it is likely to have a positive outcome; and the user of the method is continuing to examine the effects of such activity to confirm this suggestion as probable (pilot studies; proof of concept studies; etc.)

- 20 USC § 7801(21)A ***statistically significant outcome



Shannon Sampson



Josh Parsons

CCLD Website and Resources

The Collaborative Center for Literacy Development's (CCLD) web presence continues to expand by providing more resources for the educators and school administrators of Kentucky, the families they serve, and those who help shape education policies. In 2021, the Adolescent Literacy Advisory Services page was added to highlight materials available from the International Literacy Association (ILA), with links to journals and publications that cover topics for the improvement of adolescent reading.

In addition, the CCLD website has linked to the ILA's Resource Collections, which recently released content packets to support struggling readers. The evidence-based resources come in a variety of electronic formats, such as recorded sessions, journal articles, and magazine features, giving the student a choice in what will best suit their need in gaining extra help in improving their reading and comprehension.

With CCLD's resource catalog expanding, a Resources menu redesign is being planned for completion in 2023, along with a new Resource Repository section. The new menu will allow for better navigation and cross-page integration, giving the visitor the ability to readily find varied content, such as KDE toolkits, or materials from KRP faculty at the 8 participating state universities, without having to search through a multitude of pages and links. The new repository will draw from existing resources available on the Internet, supplying a "one stop shop" for those wishing to find similar materials organized by subject and grade level. Reading diagnosis advisories and reviews of diagnostic instruments will also be included.

Due to the Covid-19 pandemic, the 2022 CCLD Share Fair was held exclusively on-line through a virtual conference provider. Presentations were recorded during the event, and are being made available for streaming via the CCLD webpage. Past presentations are also available, and can be searched for by grade level, focus, or initiative. The website continues to house the specialized sections of "In Their Own Words: Reflections and Interviews from Experts in Literacy" and Imagination Library video series.



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CCLD Celebrates 20 Years of Service

The Collaborative Center for Literacy Development (CCLD) is celebrating 20 years of service to Kentucky educators. Through CCLD's varied professional development leaders, educators from all 120 counties have created a professional community over the 20-year span, collectively building on their individual and collective knowledge from teaching, learning, and growing. In March of this year, the Kentucky State Board recognized CCLD for its dedication, longevity, and impact. The state intends to fully address this milestone occasion through this special 20th anniversary, as we look forward to many more years of service to the Commonwealth of Kentucky.

Current Events

The CCLD 2022 Annual Technical Report and Address is available for download by [CLICKING HERE](#).

Supporting Readers Who Struggle

All Resource Collections have just released their evidence-based, practitioner-friendly content packets for students who need extra support in reading and writing. They have been carefully curated by educators and researchers from recorded sessions and peer-reviewed journal articles for engaging features and research-based instructional practices. [View the materials here.](#)

<https://www.imaginationlibrary.org/resources/resource-collections>



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Resources

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Supporting Readers Who Struggle

The International Literacy Association—the world's foremost reading teacher association—has recently released its Resource Collections for readers in need of literacy development support. There is one for pre-K through elementary students and one for adolescent and adult learners. They provide evidence-based, practitioner-friendly content carefully curated by educators and researchers—from recorded sessions and peer-reviewed journal articles to magazine features and research-based instructional practices. To review the materials, see <https://www.imaginationlibrary.org/resources/resource-collections>.

Imagination Library Kentucky Project

The premise of the Imagination Library is registered children from birth to age 5 receive one age appropriate book each month in the mail at no cost at all to the child or family. CCLD's project enhances the book distribution platform with videos and resources developed around each book. The key target audience for which these videos are being developed are the children and their families.

In Their Own Words Video Series

The Collaborative Center for Literacy Development and The Kentucky Reading Association are collaborating to initiate conversations with literacy researchers and professionals to solidify their ideas and discover upcoming projects.

Adolescent Literacy Advisory Services

CCLD provides advisory services to districts and schools for the improvement of adolescent reading, as well as high-quality teacher professional development through our Adolescent Literacy Project model.



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Research

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Projects

Faculty at the Collaborative Center for Literacy Development and its partner universities, conduct research and evaluation to improve literacy in Kentucky. Projects vary in scale, from large randomized controlled field trials to small, customized school-based evaluations. Results are disseminated through reports, journal articles, and presentations.

Evaluation of Kentucky's Read to Achieve Program

[Culturally Responsive Instruction Observation Protocol](#)

[Striving Readers Cohort 2 Evaluation: Kentucky Department of Education](#)

[Modeling a Culturally Responsive Literacy Practice](#)

[The Relation of Language and Literacy Outcomes to Family Literacy Practices for Children with Disabilities at Transition to Preschool and Kindergarten: a Multi-State Sample](#)

Sustainability of Kentucky's Literacy Coaching Initiatives

[Striving Readers Cohort 1 Evaluation: Owensboro, KY](#)

[ESL and Adult Literacy Provision for Refugees in Lexington](#)

[Literacy Patterns in Kentucky](#)

[Integrating Content Literacy into Middle and High School Classrooms](#)

[Evaluation of Kentucky's Early Reading Incentive Grant Program](#)

Publications



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Imagination Library Kentucky Pilot Project



The premise of the Imagination Library is registered children from birth to age 5 receive one age appropriate book each month in the mail at no cost at all to the child or family. CCLD's project enhances the book distribution platform with videos and resources developed around each book. The key target audience for which these videos are being developed are the children and their families.

Each video includes literacy tips and strategies for families to engage in together as they enjoy each book. Research-based emergent literacy and language development strategies are embedded throughout activities that are fun, age-friendly, and critical to the literacy development of a child's life. The videos are open to the public, with the hope that public libraries, early childhood providers, and preschool/childcare educators can also use them as resources in their activities.



William Adams

Local, State, and National Engagement

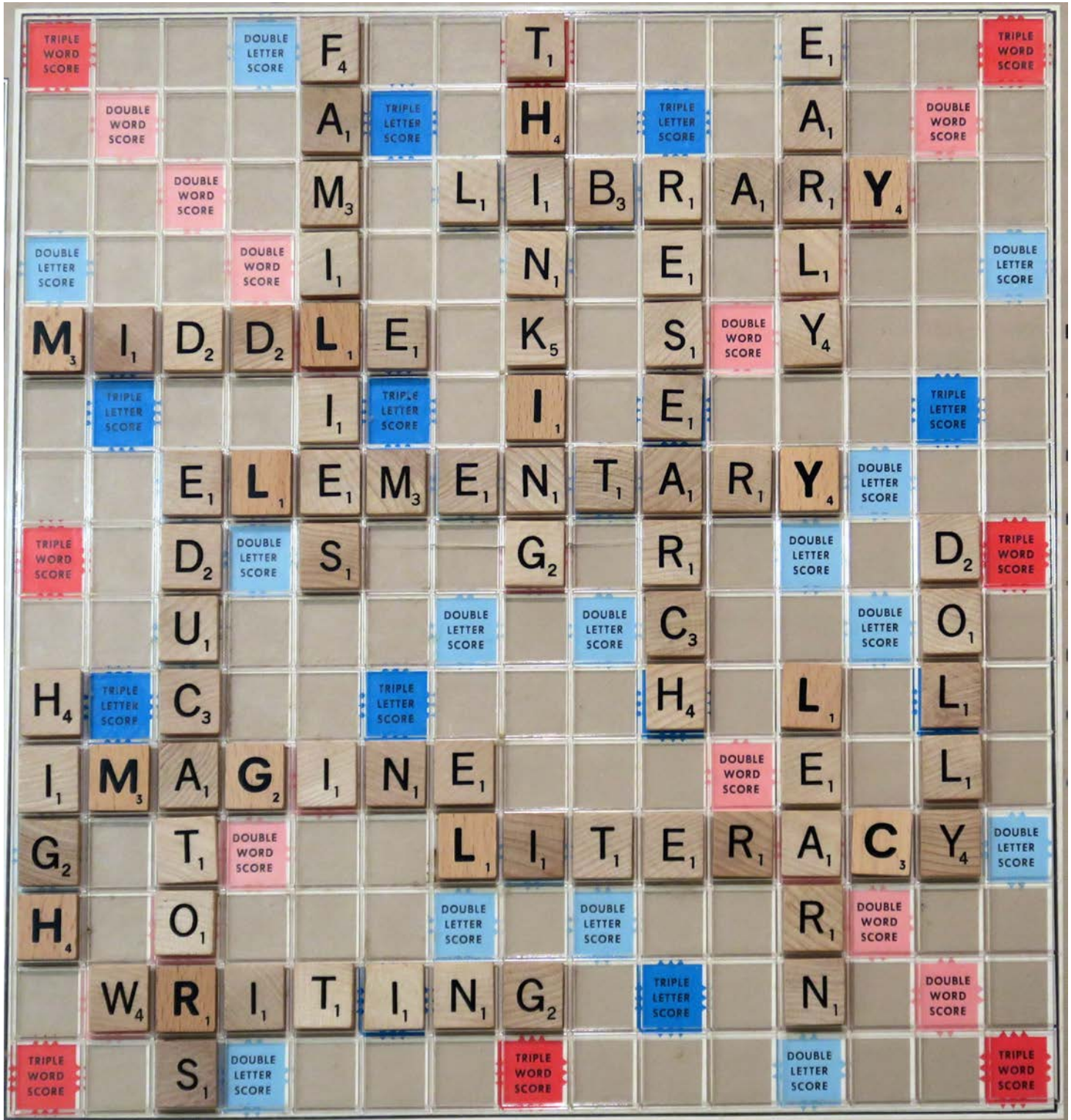
For more than 20 years, the Collaborative Center for Literacy Development (CCLD) continues to be at the forefront of professional development and research in literacy education. CCLD also advances literacy in numerous other ways: through support for high-quality literacy research; through the use of new communication technologies to provide resources and information to practitioners, families, and the general public; through quality research published in highly competitive, peer-reviewed publications; and through efforts to raise public awareness about the general importance of literacy.

- *CCLD Promotes a Voice for Literacy in the Business Community.* Over the past several years, CCLD has participated in the Kentucky Chamber of Commerce’s Education and Workforce Committees and other chamber-related activities. The committee work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Supports Educators.* CCLD’s commitment to supporting educators through quality professional development initiatives has been a mainstay for more than 20 years.
 - CCLD supports the keynote speakers, authors, and sessions of the annual Kentucky Reading Association (KRA) conference. Due to the COVID-19 pandemic, the Fall 2021 KRA event was adapted to a hybrid event to support educators and other constituents in the new formats of instruction and learning. The featured presenters and included Jennifer Serravallo, Tanny McGregor, and Brenda Overturf, Saadia Faruqi, and Kim Johnson, and an array of state literacy practitioners (experts) to support the yearlong professional development instruction and networking opportunities for participants.
 - CCLD provided a professional development opportunity for educators of all ages - early childhood through post-secondary. A focused literacy leadership and coaching workshop was conducted by the Instructional Coaching Group affiliated with the Jim Knight models. Participants engaged in strategic literacy leadership activities to promote more purposeful and impactful coaching in their fields.
 - CCLD hosted the inaugural Dolly Parton’s Imagination Library of Kentucky Statewide Rally in partnership with the Dollywood Foundation in Summer 2022 (Louisville). The event was designed to bring together local Imagination Library affiliates together to share, learn, and build a community to promote the expansion of the state’s initiative, as outlined by the state legislature. Participants from all over the state connected to learn about the operations of the initiative, as well as engage in targeted sessions to build their local programs through enrollment and community involvement, as well as educator and family engagement to enhance the early literacy and oral language development of the youngest of learners using the Imagination Library books. CCLD continues to be supportive of the efforts by the Kentucky Department of Libraries and Archives as they further statewide expansion.
 - CCLD personnel worked diligently to seek and offer digital supports to educators via social media platforms to aid in the virtual instructional delivery of curriculum and interaction with students and their familial supports. It was a very different year of exploring, adapting, accommodating, and supporting educators and families with the new platforms for instruction and learning, to which CCLD was committed to assist.
 - CCLD adapted and implemented the hybrid iteration of the annual CCLD Share Fair event in April 2022. Kentucky author and Poet Laureate Crystal Wilkinson shared on the connections to literacy and language through memories, food, and cultural connections during the virtual Friday evening workshop; on Saturday, she spoke about "Book Joy" and the impact and power of words. CCLD initiative participants shared their work through live virtual sessions and recorded presentations, which are archived for viewing on the CCLD website.

Increasing outreach efforts maintain CCLD’s role as a literacy leader. Continued endeavors in providing quality professional development and research expand the opportunities to serve in more relevant, diverse ways leading to a stronger future for Kentucky’s citizens and economy.



Keith Lyons



*CCLD maximixing support for educator empowerment
 and learner achievement!*

Collaborative Center for Literacy Development (CCLD) 2021-2022 Budget

CCLD Literacy & Instruction Budget

Administrative Costs	\$19,700
Adolescent Literacy Project	310,000
CCLD Research	105,000
Clearinghouse & Communications	157,000
Dyslexia Initiative	23,000
Early Childhood Initiative	50,000
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	485,000

National Center for Families Learning	15,000
Personnel Support	307,754
Physical Operations	106,776
Total CCLD Literacy & Instruction Budget	\$1,579,230

Total CCLD Reading Recovery **\$1,329,480**

CCLD Grant Initiatives

Kentucky Reading Project for Read to Achieve (KRP4RTA)	267,757
Kentucky Striving Readers Grants Kentucky Comprehensive Literacy (KyCL)	347,600
Imagination Library of Kentucky	122,100

Total CCLD Grant Initiative Funding **\$737,457**

TOTAL CCLD 2020 – 2021 Funding **\$3,646,167**

(Does not include encumbrances or late funding)



Paul Brown

Serving Kentucky educators in literacy
since 1998

COLLABORATIVE CENTER FOR

LITERACY
DEVELOPMENT



CCLD is housed and operated by the University of Kentucky College of Education.



www.kentuckyliteracy.org