Early Literacy CEO II Program

FOR RANK CHANGE

Orientation

Participant Guide

This Guide

Purpose of Guide:

The purpose of this orientation guide is to help prepare participants for the Early Literacy CEO II Program. This program is a partnership between three cooperatives. You will be working with the cooperative to which your region is assigned.
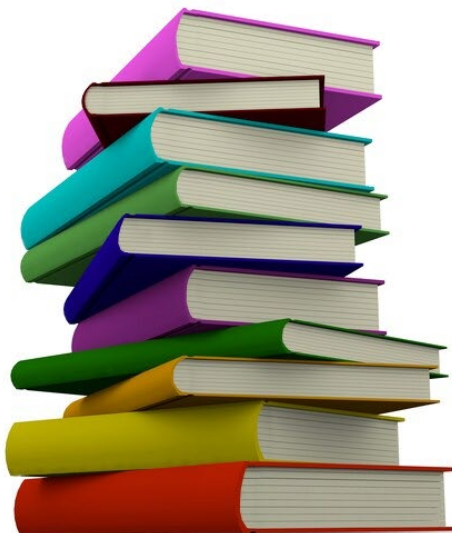
Welcome

Welcome to the Early Literacy CEO II Program! We are thrilled to be able to honor your time and commitment to Kentucky's students through a strong professional learning opportunity and rank change.

Early Literacy CEO II Introduction

Please review the introductory PDF.

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Dates

The dates for the program are below.

Attendance at each Cooperative Learning Group meeting is a required part of the program.

September 15, 2023 - Contract Due
October 31, 2023-   Payment #1 Due
May 31, 2024 - Payment #2 Due
September 30, 2024 - Payment #3 Due
March 31, 2025 - Payment #4 Due
Cooperative Learning Group Meeting Dates
- *all CLG meetings are virtual and synchronous*
- *times will be determined by mentor and group*

September 19, 2023- Asynchronous Orientation
November 1, 2023- Unit 1
November 27, 2023 - Unit 2
February 26, 2024-   Unit 2
March 25, 2024 - Unit 3
May 20, 2024-   Unit 4
September 9, 2024- Check-In and Welcome Back
November 25, 2024- Unit 5
January 27, 2025 -   Unit 6
March 31, 2025-   Unit 7
May 5, 2025 (optional) First Capstone Presentation Option
May 12, 2025- Individual Check-In
May 19, 2025-   *(optional)* Second Capstone Presentation Option
May 26, 2025- *Unit 8*
June 2, 2025- *(optional)* Third and Final Capstone Project Option
June 9, 2025-   Eligible Candidates Submitted for Rank Change

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Requirements

For each unit in LETRS:

- Complete all 8 sessions
- Attend the required LETRS Virtual Professional LIVE Trainings
- Document session activities for Bridge to Practice
- Provide End of Unit Assessment "Certificate of Mastery" at 80% mastery or above
- Attend the virtual Cooperative Learning Group Session
- Upload all required documentation
- Complete and present a Capstone Project

For your Capstone:

- You must complete a Capstone Project based on your Bridge to Practice and learning through the LETRS program.
- You will engage in a 15-minute presentation of your Capstone Project and be an audience for other participants.
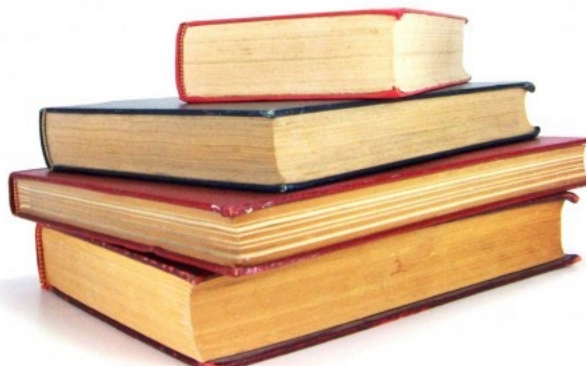
Capstone

The Capstone is an on-going process where the participant will be asked to continuously synthesize new learning in Structured Literacy with:

○ Screener, formative and summative assessment data for all students
○ The activities and strategies implemented with the whole class
○ The portfolio documenting the growth of the 6 focus students through the Bridge to Practice work (3 students per year)
○ classroom , school, district, regional, statewide and national data

Synthesis of this information will be used to identify a problem of practice grounded in literacy and related to the Science of Reading. Using this knowledge, research and experience, participants will present a potential solution to the problem of practice and address how they will lead the effort to transformation toward a more Structured Literacy approach.

1. Based on your work with the Bridge to Practices and your learning,
2. Identify a Problem of Practice and research that problem
3. Develop an Action Plan to address the need
4. Implement the Action Plan
5. Gather data (benchmark, state, classroom)
6. Organize and Analyze the data
7. Connect research findings to four or more KTPS providing evidence
8. Interpret findings and implement instructional plans

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The Presentation

You will develop and give a 15 minute presentation on your Capstone Project to an audience of peers.

You will be scored using the rubric below.

Areas for Improvement	*adapted from the Kentucky Teacher Performance Standards	Evidence of Exceeding Standard
	Standard 1. Learner development. The teacher demonstrates growth in understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	
	Standard 2. Learning differences. The teacher demonstrates an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
	Standard 3. Learning environments. The teacher demonstrates the ability to work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	
	Standard 4. Content knowledge. The teacher demonstrates that he/she: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
	Standard 5. Application of content. The teacher demonstrates understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
	Standard 6. Assessment. The teacher demonstrates understanding and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator and learner's decision making.	
	Standard 7. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
	Standard 8. Instructional strategies. The teacher demonstrates understanding and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	

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Capstone Timeline

Timeline	Capstone Action	Artifact	Note
Unit 1	Identify students for Bridge to Practice work and create portfolios	Portfolios	
Unit 2	Narrow area of focus to 3 areas based on students		Individual discussion with mentor
Unit 3	Select area of focus for Capstone (problem of practice)	Record in Google Classroom and Area of Focus Template	During Cooperative Learning Groups Feedback from peers and mentor
Unit 4	Gather Resources on the Science of Reading	Google Doc	Individual work with support from mentor
Unit 5	Develop specific inquiry through a detailed research question on your problem of practice	Record in Google Classroom and Area of Focus Template	During Cooperative Learning Groups Feedback from peers and mentor
Unit 6	Select specific research that establishes the problem of practice and creates support for a solution	Google Doc	Individual work with support from mentor
Unit 7	Write outline of presentation	Google Doc and Outline Provided	Individual work with support from mentor
Unit 8	Develop presentation		During Cooperative Learning Groups Feedback from peers and mentor
Post Program	Presents Presentation to Panel	Selected Panel	

Capstone

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You will have three opportunities to present your Capstone. You will choose which of the dates you would like to present. On that date, you will present your Capstone and be the audience for other participants who are presenting their Capstones. You will only need to be present for the day you select.

Your mentor will work with you throughout the program to support your Capstone meeting the criteria established.

First Capstone Presentation Option- May 5th
Second Capstone Option- May 19th
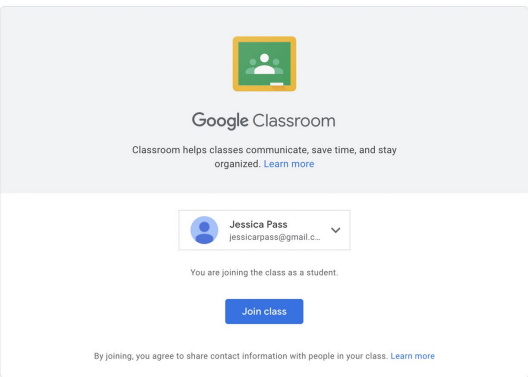Third and Final Capstone Option - June 2nd

After you complete the program and Capstone, you will qualify for a rank change with EPSB.

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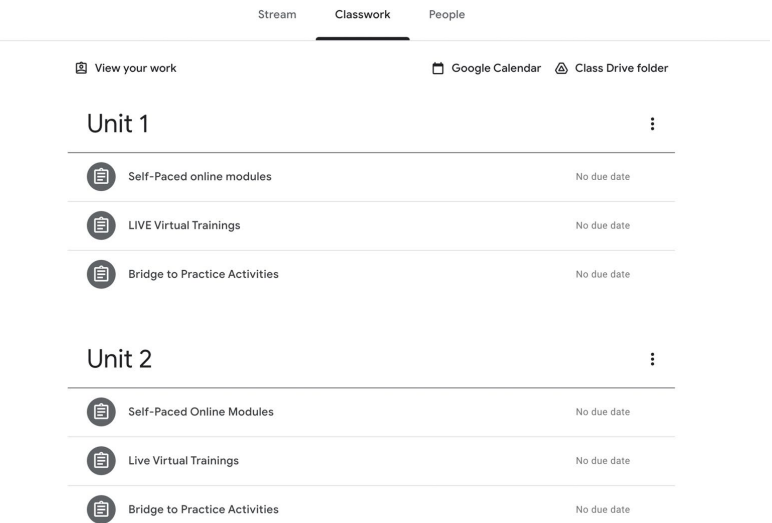
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Google Classroom

Everything will be kept in Google Classroom.

1. You will receive an invitation to join the class from your mentor. Click "Join Class".

1. Once you join the class, you will click on Classwork at the top of the page. You will see Units 1 & 2 there.
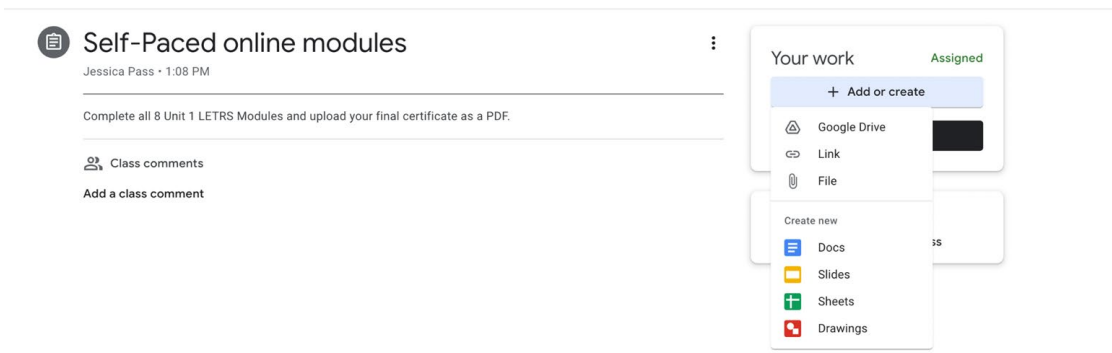
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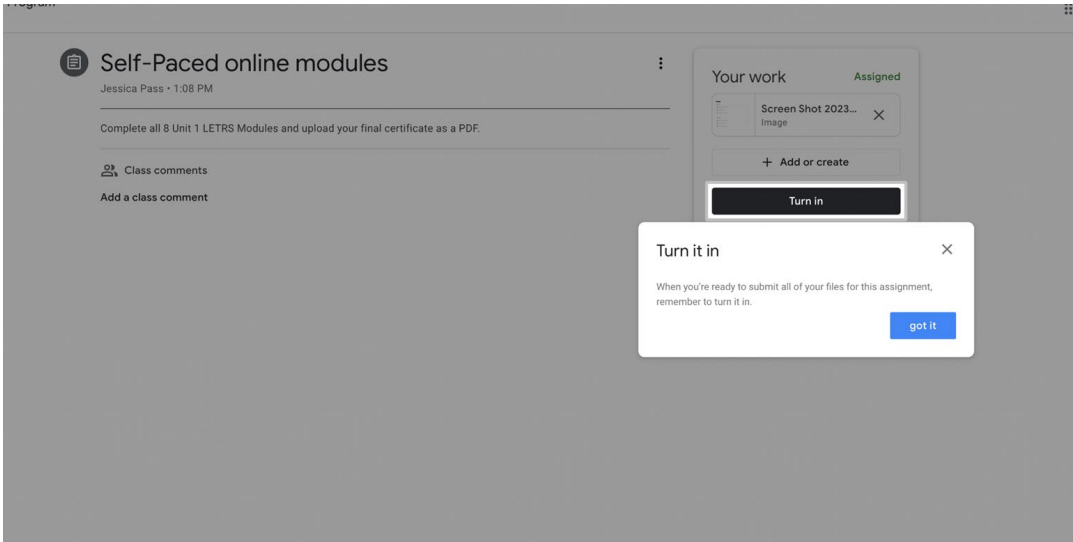
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3. Click on each assignment, and upload your Certificates of Mastery and Attendance of Live Sessions for Units 1 & 2.


4. Click "Turn In".

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Google Classroom

5. In LETRS, you will receive your certificates for the self-paced online modules at the end of each unit after successfully completing the assessment. (see video below)

6. For the virtual sessions with LETRS, your certificate will be sent to your email after successfully completing the sign in/sign out form during your session.

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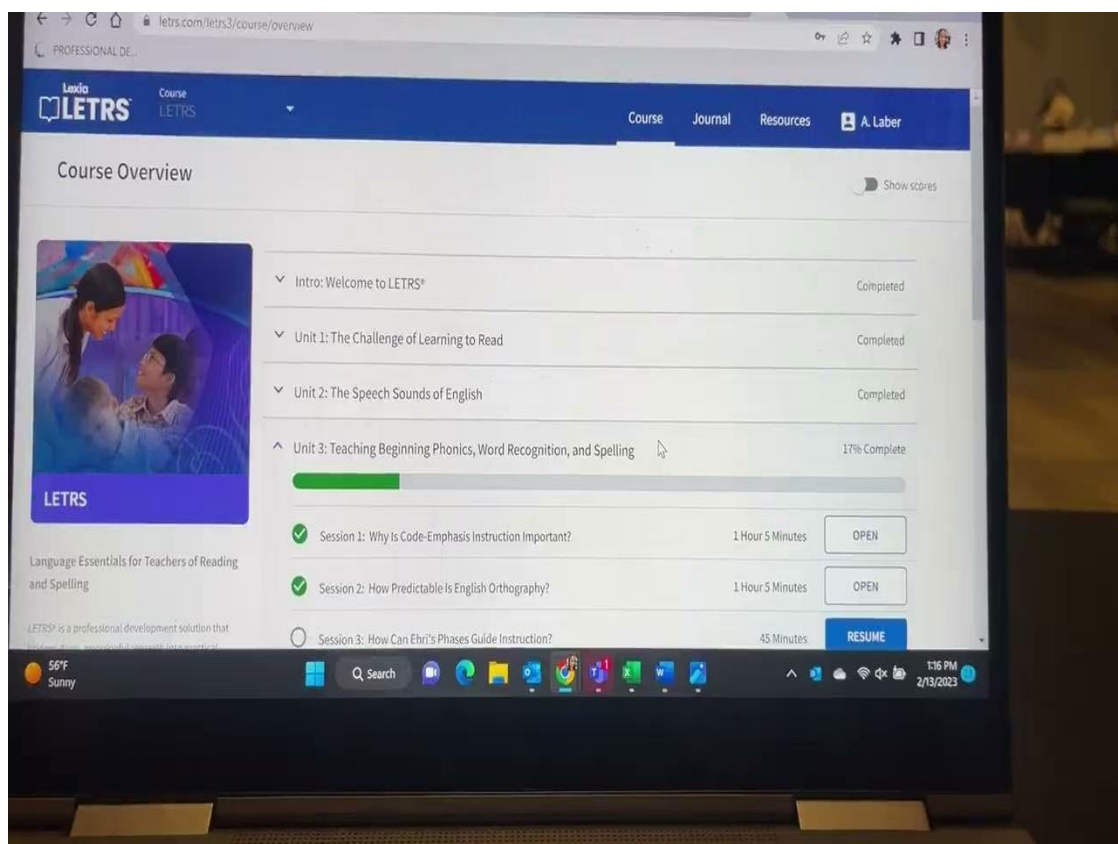
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ABOUT —me

Hello there! I am...

Emily Giles

I am THRILLED to be your mentor for the NKCES CEO II Rank Change Program powered by Bloomboard.

I am the Assistant Director of Learning and Empowerment at NKCES and have the pleasure of supporting districts across the region.

I started my teaching journey 22 years ago at Walton-Verona where I taught 4th grade. After many years in the classroom, I accepted a curriculum job in Kenton County where I worked at central office but supported all KCSD elementary schools. After 6 years, I missed the kids terribly so I decided to go back into the building as an administrator. I've served as assistant principal at White's Tower and also Beechwood Elementary.

I am so excited for the opportunity to be supporting you along this journey.

Early Literacy CEO II Program
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Contact me anytime!
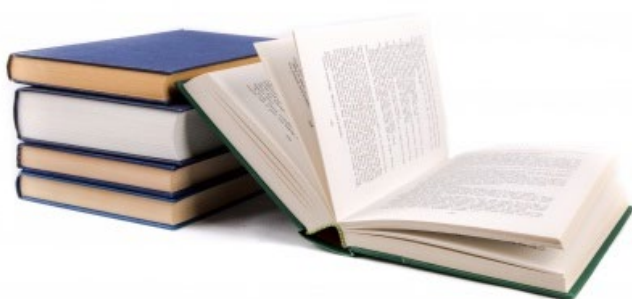
Emily Giles

emily.giles@nkces.org

Phone: 859-486-7240

Mentor

A note on applying for Rank Change from EPSB's website:

You must log into your EPSB account to access the **Application for Kentucky Certification or Change in Salary Rank (CA-1)**, then complete and upload the form electronically. To locate this form, please log into your EPSB account, and select **Online Document Submission** under the "My Profile" section of your account dashboard. You will be directed to a page instructing you how to prepare your documents for upload. When you are ready to proceed, click CONTINUE at the bottom of the page.

On the next screen, you will need to select the **Application for Kentucky Certification or Change in Salary Rank** (letter **a.,** shown below), print the form, complete the required sections, scan or save your completed form as an electronic file, then return to this page to begin the upload process. You can also return to this page at a later time to check the status of your pending application

Check Existing Application Status		Update Demographics
Application	Form	Action
▸ a. Application for Kentucky Certification or Change in Salary Rank	Click here to download and print your application form	Click Here to Begin the Application Process
▸ b. Application for Certificate Renewal/Duplicate	Click here to download and print your application form	Click Here to Begin the Application Process

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You must complete the following sections:

Section I, page 1, A and B only (check mark appropriate box for rank change or addition of certification)
Section III, page 3 (answer all questions and sign and date on BOTH lines at the bottom)
 Note...Pages 2, 4, 5, and 6 do NOT need to be completed and uploaded

Please note, your superintendent's signature is not required by (EPSB's) office, however, your district may want to be notified of your pending certification or rank change status. Please check with your district HR representative.

An $85 rank change/certification fee is required upon submission of your application and can also be paid online by logging into your EPSB account.

If you have any questions about this process, you can email KDElicensure@education.ky.gov or call 502-564-5846Call: 502-564-5846 to speak with a certification specialist.

This process and the $85 renewal/ rank change/certification fee is the responsibility of the Early Literacy CEO II Participant.

EPSB Login

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