

The background is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

Educator Preparation Efforts of Early Literacy

Dr. Byron Darnall, Associate Commissioner

Dr. Melissa Diebel, KBE/KDE Education Academic Program
Manager



Kentucky Department of
EDUCATION

Scope of the work

The overall scope of the work to be done will encompass all elements state in KRS 164.306 (Read to Succeed Act). KRS 164.306 Evidence-based reading instructional programming – Teacher preparation tests – Report. (2022 Ky. Acts Ch. 40, sec. 10, provides that the Act, which created this statute, may be cited as the Read to Succeed Act)

- PART (1) Beginning in the 2022-2023 school year, postsecondary institutions offering teacher preparation programs for interdisciplinary early childhood education or elementary regular education shall include evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension and on: (a) The administration of specific assessment processes and programs used to identify student strengths and needs and that are determined by the Department of Education to be reliable and valid; (b) The use of assessment data for designing instruction and interventions; (c) Progress monitoring of student performance; and (d) Instructional strategies that address students' individual differences.
- PART (2) By January 1, 2024, the Education Professional Standards Board shall develop and maintain a list of approved teacher preparation tests that are determined by the board to be an effective evaluation of reading instruction knowledge and skills.
- PART (3) Beginning in the 2024-2025 school year, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test that includes an evaluation of reading instruction knowledge and skills.
- PART (4) The Education Professional Standards Board shall report program data to an external evaluator for analysis of postsecondary teacher preparation programs for interdisciplinary early childhood education or elementary regular education for the goal of increasing the success of new teacher candidates in demonstrating reading instruction knowledge and skills.

2022-2023 Work (PART 1)

- Collection and internal verification of 5 components of literacy (phonics, phonemic awareness, fluency, vocabulary, and comprehension) for all EPPs was conducted. A follow up discuss was done with each EPP that had missing elements. All institutions complied and provided additional requested information. All institutions have modified literacy coursework to include the 5 components of literacy.
- Additional discussion was had concerns the LETRS training, with 9 EPPs participating this year. It was the consensus of the EPPs that LETRS had some elements that could be included in the early literacy coursework, but the training as a whole was too much to be implemented in its full state for undergraduate students.
- Literacy professionals were sought through the EPP deans and leadership to develop an Early literacy Cohort of professionals to be a part of the on-going work beginning in the 2023-2024 school year.

Assessments (PART 2 and 3)

- In August and September, we evaluated the current Elementary Education Reading/LA assessment (ETS Praxis Elementary test 5002), along with several other assessment measures provided from ETS and in researching other states. Each EPP Literacy expert determined alignment to the intent of KRS 164.306 reading assessment and either recommended consideration or elimination based on legislative requirements.
- The group considered other assessment measures including creation of an assessment and/or use of a performance-based measure, such as the PPAT.
- The Early Literacy Cohort (ELC) met the last week of September to make recommendations of this assessment to EPSB.
- ELC representation will present their recommendations to EPSB in the October meeting.
- It is expected that the EPSB will vote on the final assessments in the December meeting.

Third-party Evaluator (PART 4)

- RFP has been approved and is moving forward.

Deep Dive into EPP Early Literacy Curriculum

- Beginning in October , a thorough evaluation of early literacy course work, methods, clinical experiences, and field experiences will be conducted by the ELC, with the goals to better understand:
 - To what extent the current early literacy curriculum encompasses the five reading components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - To what extent (if at all) teacher candidates being taught how to administer specific assessments to determine reading strengths and needs.
 - Assess to what extent teacher candidates are taught how to interpret data from reading assessments.
 - Determine how teacher candidates are instructed (if at all) on how to design classroom instruction and potential needed interventions to support student growth.
 - Determine how teacher candidates are instructed on how to monitor progress and provide instructional strategies (if at all) that address students' individual differences.
 - Determine what changes, if any, should be made to the current early literacy curriculum in order to translate said learning to the classroom upon completion of the program. ***Note: A few places that have already been discussed are methods courses, field experiences, clinical experiences, and course placement within the program.***

Reporting of Data Collected, Recommendations, etc.

- Mid-term report of progress for both curricular evaluation and assessments will be included in this report and will be shared as an update by the end of January.
- End-of-Year report discussing common findings and offering planned curricular changes and assessment needs will be written and presented to the KDE leadership in the summer of 2024.

Questions?