

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE REVIEW ITEM

Topic: Statewide Literacy Coaching Model Update

Date: April 9, 2024

Held In: Full Board State Schools United We Learn

SUMMARY OF PRESENTATION:

Senate Bill 9 (2022), the *Read to Succeed Act*, outlines the critical importance of reading proficiency for the academic and lifelong success of Kentucky's youngest readers. Enacted to elevate literacy across the state, the *Read to Succeed Act* calls for the Kentucky Department of Education (KDE) to create a comprehensive literacy coaching model aimed at supporting schools in their pursuit of excellence in literacy. Pursuant to Kentucky Revised Statute (KRS) 158.305, the coaching model "shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading," (10).

Envisioned as a collaborative effort, the Kentucky literacy coaching model is set to begin in the 2024-2025 academic year. At the heart of this initiative are five State Regional Literacy Directors (SRLDs) overseeing the impactful work of 25 school-based literacy coaching specialists. These specialists, dedicated to becoming an integral part of the school community, will offer content and instructional expertise, on-site coaching support for teachers, and guidance, as needed, to administrators, teachers, and staff in a comprehensive approach to literacy coaching.

The school-based literacy coach will partner with schools to provide several key services, including:

- Building relationships with leaders and teachers at the school and district level;
- Providing on-site coaching Monday-Thursday of each week;
- Assessing the current state of literacy instruction within the school;
- Conducting observations and providing constructive feedback and opportunities for reflection;
- Creating plans, goals and action items to address and monitor areas of literacy improvement through regular coaching cycles;
- Supporting teachers in unit and lesson internalization for the school's adopted high-quality comprehensive reading program, per KRS 158.305;
- Co-teaching with and/or modeling lessons for teachers;
- Leading professional learning communities or communities of practice focused on instructional preparation while building leadership capacity;
- Leading data conversations; and
- Facilitating small-group or schoolwide professional learning opportunities.

The state literacy coaches are not only committed to supporting teachers and staff with literacy best practices, but also they are armed with pivotal knowledge about how the brain learns to read. The coach's presence within the school is designed to be a source of collaboration, consultation and coaching to enhance literacy knowledge and practices within the school.

Coaching cycles will contribute to high-quality instructional resource (HQIR) implementation fidelity and improved student learning experiences. The personalized support provided by the

school-based literacy coach will further empower educators to implement evidence-based literacy practices and standards-aligned grade-level instruction, fostering a culture of continuous improvement and student success.

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