



Statewide Literacy Coaching Model Launch

Micki Ray, Chief Academic Officer
Office of Teaching and Learning

Christie Biggerstaff, Director of Early Literacy
Office of Teaching and Learning



Read to Succeed Act, SB 9 (2022)

Per KRS 158.305(10), by September 1, 2023, if funds are appropriated, the department shall establish required teacher academies or coaching models for teachers of students in prekindergarten through grade three (3). The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading.

Funded via the Read to Succeed Fund, per KRS 158.806.



Division of Early Literacy (DEL) Team Structure

- Director, Christie Biggerstaff
- Assistant Director, Ashley Hill
- 5 State Regional Literacy Directors (field staff)
- 25 State Literacy Coaching Specialists (school-based field staff)
 - To be placed in schools with "greatest need"

Vision for our Partnership

- 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.
- 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;
 - Provide on-site coaching support for teachers; and
 - Provide guidance, as needed, to administrators, teachers, and staff in a comprehensive approach to literacy coaching.
- 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.

Literacy Coach Responsibilities

The school-based literacy coach will partner with schools to:

- Build relationships with leaders and teachers at the school and district level;
- Provide on-site coaching Monday-Thursday of each week;
- Assess the current state of literacy instruction within the school;
- Observe instruction and provide constructive feedback and opportunities for reflection;
- Create plans, goals and action items to address and monitor areas of literacy improvement through regular coaching cycles;
- Support teachers in unit and lesson internalization for the school's adopted high-quality comprehensive reading program, per KRS 158.305;
- Co-teach with and/or model lessons for teachers;
- Lead professional learning communities or communities of practice focused on instructional preparation while building leadership capacity;
- Lead data conversations; and
- Facilitate small group or schoolwide professional learning opportunities.



School Partnership Considerations

Filter 1: Performance Considerations

- First, schools with 50% or more students identified as “novice” as measured by the Kentucky Summative Assessment - Grade 3, Reading.
- Next, schools with 40% or fewer students identified as “proficient” and “distinguished” as measured by the Kentucky Summative Assessment - Grade 3, Reading.

Filter 2: Instructional Considerations*

- Schools implementing high-quality instructional resources for early literacy, as required by KRS 158.305.
- Schools utilizing KDE approved valid and reliable universal screeners and reading diagnostic assessments, per KRS 158.305.

Filter 3 – Non-Academic Considerations

- SLCS placement will represent all geographic regions.
- SLCSs will not be placed within their home school.
- School leaders commit to key assurances as outlined by the KDE.

*Evidenced-based practices that have been shown to lead to improvement in student literacy outcomes



Exiting Partnership Considerations

Filter 1: Performance Considerations

- Decreased the percentage of novice OR increased the number of students identified as “proficient” and “distinguished” as measured by the Kentucky Summative Assessment - Grade 3, Reading.
- Increased the number of students meeting benchmark on universal screener.
- Reduced the number of reading improvement plans for students needing to make accelerated progress toward proficiency in grades 3-4 reading.

Filter 2: Instructional Considerations*

- Effective school-based implementation of KDE-approved HQIRs.
- Evidence of implementation of foundational skills instruction and structured literacy practices.
- IPG evidence of growth and implementation of evidence-based literacy practices.
- LETRS/SOR training participation (percentage of teachers in school).

Filter 3 – Non-Academic Considerations

- Consideration of CSI/TSI designation.
- Teacher/Administrator perception data.
- Sustainability structures and systems in place.



Next Steps

- **Partnership Kickoff Meeting:** DEL team will meet with the district and school on site to walk leaders through the assurances and the vision for the partnership.
- **Goal:** School-based literacy coaches begin learning about their partner school this spring and attend any HQIR-related PD over the summer with school staff.



Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Learning

- Over 4,000 KY educators and administrators in Cohort 1 and Cohort 2 of LETRS professional learning.
 - Cohort 1 LETRS for Educators: 1,868
 - Cohort 2 LETRS for Educators: 2,178
 - Cohort 1 LETRS for Administrators: 201
 - Cohort 2 LETRS for Administrators: 443
- Cohort 3 registration will open in May 2024 and close in August 2024.



What participants are saying about LETRS

Teachers reported **an interest in expanding their knowledge and skills around literacy** and being able to **better help their own students**.

- *“I joined because from everything I’d heard it was just so much of a change in teaching, even for veteran teachers.”* – 1st grade teacher
- *“I’ve always struggled with understanding why some of my first-graders just can’t seem to pick up on things.”* – 1st grade teacher
- *“That’s what really interested me—how would I be able to fill in gaps for my kids.”* – 4th grade teacher
- *“The Unit 1 ... all the work with the brain science and everything, it was great to have that come first because then, once you learn the strategies and how to do things, you can look back at how the brain works and really understand—oh, this is why this kid is struggling. So, I think having the basis and working from that has been really eye-opening for me.”* – 1st grade teacher

Administrators, specialists, and some veteran teachers reported **wanting to provide better support to (other) teachers**:

- *“I have a commitment to helping my teachers grow professionally, but also deepening their knowledge so that our students will leave our school as readers.”* – Administrator
- *“I wanted to learn more about the science of reading, instruction around reading skills, so that I can support teachers with our curriculum.”* – Reading interventionist
- *“I need to be a leader in my position for other teachers who are teaching reading.”* – 5th grade teacher



Administrators and Educators LETRS in ONE Word

extensive

informative

enlightening

useful **comprehensive** **reassuring**

eye opening **exciting** **life changing**

instruction

invigorating

Summer Reading Conference

SAVE THE DATE

June 20, 2024



**SUMMER READING
CONFERENCE**

Presented by:

The Office of Teaching and Learning
Division of Early Literacy



Kentucky Department of
EDUCATION

Questions?

Micki Ray

Chief Academic Officer, Office of Teaching and Learning
Micki.Ray@education.ky.gov

Christie Biggerstaff

Director of Early Literacy, Office of Teaching and Learning
Christie.Biggerstaff@education.ky.gov

