

Introduction

The Office of Teaching and Learning (OTL) Division of Early Literacy (DEL) will support the school through a partnership with a state literacy coaching specialist (SLCS) for the 2026-27 academic year. Through this partnership, the SLCS will collaborate with their direct supervisor who serves as the State Literacy Director for your region, and the building leaders and teachers in your school to (1) increase literacy knowledge and (2) support instructional shifts through coaching. The ultimate goal of this partnership is to empower educators to implement evidence-based literacy practices and standards-aligned grade-level instruction and to foster a culture of continuous improvement and increased student success.

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 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).

Roles and Responsibilities

State Literacy Coaching Specialist

The SLCS will partner with schools to:

- Build strong working relationships with school and district leaders and teachers through consistent, on-site coaching Monday through Thursday;
- Assess the current state of literacy instruction within the school;
- Support teachers through individual coaching cycles aligned with the school's adopted reading and writing high-quality comprehensive reading program to monitor and address opportunities for growth in literacy instruction.
- Lead professional learning communities (PLCs) focused on [intellectual preparation](#) (unit and lesson internalization, lesson rehearsal, and student work analysis) of the school's adopted high-quality comprehensive reading program, per [KRS 158.305](#);
- Build capacity of school leaders to facilitate intellectual preparation; and
- Facilitate small group or schoolwide literacy professional learning opportunities, as needed, aligned to the science of reading.

District:

School:

State Regional Literacy Director

The SRLD will partner with district leaders, partnership school leaders, and SLCS to:

- Build strong working relationships with school and district leaders through monthly leadership meetings; and
- Serve as the primary support for SLCS by delivering consistent on-site and virtual coaching to ensure clear understanding and effective execution of the SLCS roles and responsibilities.

School Leadership

The school leader will partner with DEL to:

- Implement evidence-based literacy practices and resources by providing K-3 teachers access to [high-quality instructional resources](#) (HQIRs), per KRS 158.305;
- Provide state literacy coaching specialist access to HQIRs being used;
- Provide teachers with an uninterrupted 90-120-minute literacy block based on HQIR guidance;
- Commit to abandoning misaligned teaching practices and resources, such as leveled readers, guided reading, and intervention programs that are not aligned with the science of reading.
- Provide protected weekly or bi-weekly PLC time for the SLCS to lead K-3 teachers in [Intellectual Preparation](#) to support effective HQIR implementation;
- Require K-3 teachers to participate in literacy PLCs and coaching cycles with the state-literacy coaching specialist;
- Commit to regular classroom observations with SLCS (approximately two per semester) using the reading and writing instructional practices guides ([Comprehension K-12](#) and [Foundational K-3](#)) and the HQIR.
- Attend the Literacy Leadership Launch and other professional learning based on school/staff needs;
- Implement a KDE-approved [universal screener](#) and [diagnostic assessment](#);
- Grant the state literacy coaching specialist access to K-4 literacy data, such as universal screeners and diagnostic assessments being implemented;
- At the end of the year, allow the SLCS to facilitate the upload of universal screening data into Infinite Campus to evaluate the effectiveness of the literacy coaching model;
- Provide a designated space for the SLCS, ensuring it serves as a dedicated area for their work and the storage of work-related materials when not directly supporting teachers; and
- Protect the time of the SLCS to maximize support of teachers. The SLCS may not act in a supervisory role of students (i.e. class coverage, lunch or recess duties, etc.).

District:

School:

Literacy Coaching Assurance of Commitment Statement

District Name	Marion County	
School Name	Lebanon Elementary School	
State Literacy Coaching Specialist (SLCS)	Rachel Woods	Phone: Email:
State Regional Literacy Director (SRLD)	Ciara Wheatley	Phone: 270-403-3983 Email: ciara.wheatley@education.ky.gov
Principal	Benji Mattingly	Phone: 270-692-3883 Email: benji.mattingly@marion.kyschools.us
Superintendent	Chris Brady	Phone: 270-692-3721 Email: chris.brady@marion.kyschool.us

I have read and understand the District Assurances document. I assure the district and school will comply with all assurances pertaining to state literacy coaching specialisting. **Failure to continuously meet assurances could result in the removal of the state literacy coaching specialist. To receive a state literacy coaching specialist, the school or district will need to submit the completed and signed Literacy Coaching Assurance of Commitment Statement by [date] via email to christie.biggerstaff@education.ky.gov. Questions may also be sent to this email address.**

 School-Based Literacy Coach

 Date

 Regional Literacy Director

 Date

 School Principal

 Date

6/8/26

 Superintendent

 Date

