

COLLABORATIVE CENTER FOR
LITERACY
DEVELOPMENT



2021 Annual Report

Collaborative Center for Literacy Development:
Early Childhood Through Adulthood

CCLD's Five Principles

- Focus on Student Achievement in Reading, Writing, Language Use, and Thinking
- Extend and Enrich Teachers' Instructional Repertoires to Improve Student Achievement
- Provide Teacher Professional Growth Opportunities of Sufficient Intensity and Duration to Enrich Teachers' Instruction (to Improve Student Achievement)
- Center Professional Growth Opportunities on Teacher-identified Learning Concerns (Develop Teacher-Designed Literacy Action Plans)
- Rely on Literacy Education Faculty from Kentucky's State Universities to Provide Evidence-based Guidance and Theoretical Coherence for Most-probable Effects



Collaborating Partners



CCLD: Providing the Essentials



George Hruby

Welcome to the Collaborative Center for Literacy Development’s 2021 Annual Report. In these pages you will find examples of the excellent work done by our collaborating faculty and teacher leaders from across the commonwealth improving classroom literacy instruction and students’ reading, writing, and language performance for a more productive and happier Commonwealth of Kentucky.

CCLD was created by the legislature in 1998, and its impact on student reading achievement was both immediate and profound. CCLD managed this by abiding by the three central objectives of KRS 164.0207: (1) to provide high quality teacher professional development and reading interventionist trainings by qualified state university literacy faculty; (2) to provide literacy education advisory services to teachers, administrators, parents, legislators, schools, districts, and state agencies; and (3) to inform both our professional development and our advisory services with rigorous scientific reading research and mainstream scholarly opinion about its most probable application in the schools.

KRS 164.0207 delineates these three goals across multiple grade levels and learners, early childhood through adulthood, in four sections and nine subsections (and in legal language that stands as a case study in the importance of literacy achievement!). CCLD’s mission is written into other regulations as well in similar detail. What we do at CCLD, we do because we are required to do so by law. And those laws require that we recommend for approaches to literacy improvement that are supported as most probable by scientific research.

But science is not home cooking—it is often complex, tricky to interpret, and incomplete. For instance, regulatory statutes require that literacy instruction and intervention for reading difficulties rely on *evidence-based* and *scientifically-based* methods. These terms have formal legal definitions encoded in federal statute with which Kentucky statute abides. These methods demonstrate efficacy through “gold standard” research methods, such as large-scale randomized, controlled field trials or regression discontinuity analyses. Unfortunately not every reading instruction method or reading intervention program has been tested in such powerful (and costly) ways. That does not mean those programs do not work, merely that we cannot know for sure whether they work or not, and if so, how well and for whom. So, in accordance with regulatory requirement, CCLD errs on the side of scientific caution, while still allowing for unresearched common sense.

Explaining the Essentials

To make the science of reading more accessible, reading professionals sometimes refer to the “5 Pillars of Reading.” These are traditionally listed as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Although often attributed to the National Reading Panel Report of 2000/2001, that report actually found for 6 topic areas with research evidence sufficient for metaanalyses. These were Alphabetics, Fluency, Vocabulary, Comprehension, Teacher Education, and Technology. Some topics, such as Vocabulary and Technology, lacked sufficient research evidence by which to make strong recommendations, while other areas led to moderate guidance for effective instruction, including stressing the value of phonics instruction.

Another way to describe reading is by what can be assessed: what teachers look for when assessing students’ literacy development. These are a slightly different “Big 5”: Accuracy, Fluency, Language Development, Practice, and Motivation. (These are described on page 22). These five align with five broader abilities that ensure school and life success: Precision, Agility, Communication, Persistence, and Dedication.

And perhaps the simplest way to describe reading—some would say too simple—is the Simple View of Reading (SVR). In this view, Reading (R), as it is measured on a standardized reading comprehension test like the K-Prep test, is the product of Decoding Skills (D) and Language Comprehension Ability (C), producing the equation $R = D \times C$. You can even put numbers into this formula, with 1 being equal to grade level, regardless of the grade (decimal places above or below indicate reading above or below grade level, respectively). So, if you are at grade level in decoding, and at grade level in language ability, you should be at grade level on the reading test.

$$1 \times 1 = 1$$

And that is usually the case (over 85% of the time). But if you are weak at decoding—say you didn’t get good phonics instruction in the early elementary grades—the decoding deficit will bring down your entire score, even if you are at grade level with your language.

$$.5 \times 1 = .5$$

This is another way of saying you cannot comprehend a text you cannot decode. But it is equally true that if your language development is weak, that, too, will pull down your entire score, even if you are at grade level with your decoding.

$$1 \times .5 = .5$$

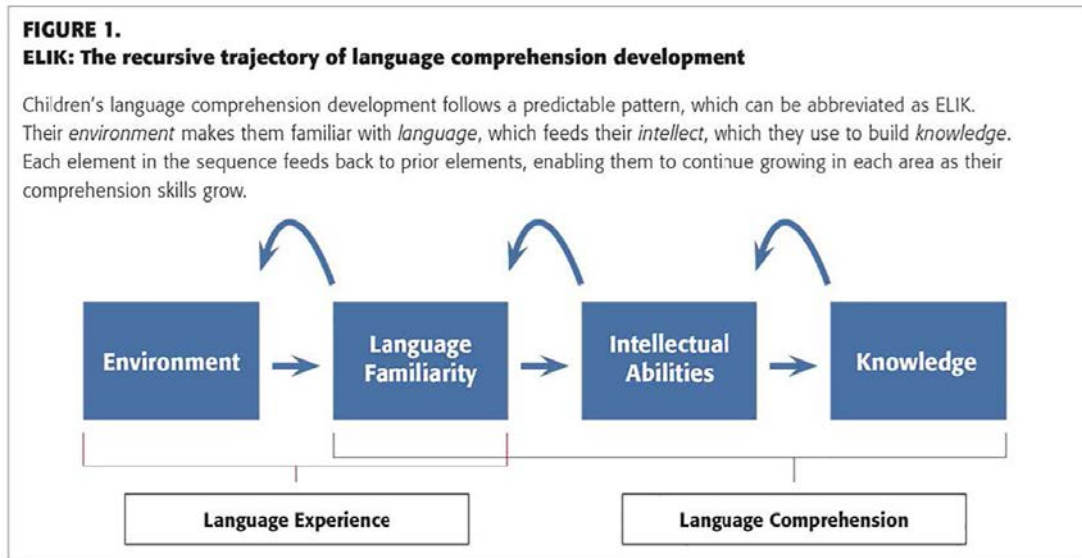
And you could be a bit weak at both.

$$.7 \times .7 = .5 \text{ (rounded to one decimal place)}$$

In each case, a weak reading test score is the result. And this means three things: (1) on the basis of reading comprehension test scores, you cannot tell if a difficulty is the result of decoding problems, language development problems, or both; (2) both decoding skills and language comprehension are necessary to do well on that end of year reading test—neither is sufficient by itself; and therefore (3) at both decoding skills instruction and language development are necessary for a comprehensive literacy curriculum from Pre-K forward to ensure student reading success.

Putting It All Together

Aligning these mnemonics, we can say that Decoding Skills (D) is where we seek Accuracy and Fluency, and where we would find Phonemic Awareness, Phonics, and Fluency (as well as alphabet knowledge, print concept, phonological processing, and sight word reading). Language Comprehension (C) is where we seek Language Development and where we would find Vocabulary and Comprehension (i.e., language familiarity [word knowledge, grammatical patterns, etc.], symbolic reasoning ability, and background knowledge; see adjoining figure).



Hruby, G. G. (2020). Language’s vanishing act in early literacy education. *Kappan*, 101 (5), 19-24.

And yet all these things—and writing instruction, too—require motivated practice to develop well. Too often educational micro-management can displace necessary practice with canned presentations, cue-and-response drills, or worksheet-driven form filling. Used in moderation, these approaches may offer limited utility. But overused, they rob students of the meaningful practice required to develop learned skills into fluent and easy abilities.

So let us follow what science, historical precedent, and common sense—not to mention the hard won wisdom of seasoned classroom teachers and reading interventionists—recommend for our students: a well-rounded, comprehensive literacy curriculum to advance reading, writing, and language for communication, learning, and thought.

Good Reading!

Dr. George G. Hruby
Executive Director
Collaborative Center for Literacy Development

The Collaborative Center for Literacy Development (CCLD) continues to provide quality professional development and research support for early childhood educators and families. CCLD's endeavors in the emergent learning age group are varied in content, delivery, and focus. As with all other CCLD initiatives, diverse collaborations serve as the foundation for the work in this critical developmental stage of a literate individual.

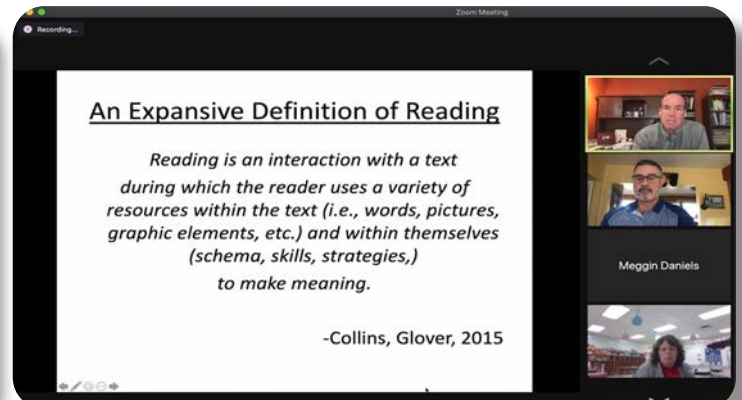
Early Language and Literacy Project

The Early Language and Literacy Project (ELLP) yearlong initiative continued to serve early childhood educators through the federal Striving Readers Comprehensive Literacy (SRCL) and the Kentucky Comprehensive Literacy (KyCL) grants received by the Kentucky Department of Education (KDE) and awarded to school districts throughout the state. One of the key components of the grant is a strong focus on early literacy efforts for the youngest of learners. ELLP was one of the early childhood options districts could choose to provide intensive professional development for their district staff, as well as community partners who provide services to children within the designated district's feeder system. The target audience was early childhood education professionals, paraprofessionals, and community early childcare partners who work with young children ages birth to five. The collaboration between districts and communities provided an opportunity to expand ELLP's impact.

The ELLP cadre engaged in an intensive summer institute and follow-up visits during the 2020-2021 academic year. The cadre included 44 participants representing 11 school districts. The constituency included individuals from district preschool and kindergarten classes, family resource centers, Head Start, and community preschool entities. The wide array of backgrounds and personnel functions among the participants allowed for great opportunities of learning, sharing, and networking that resulted in creative innovation and stronger bonds between districts and their communities for the purpose of early literacy education and family engagement.

Due to the COVID-19 pandemic, the summer institute was moved to a totally virtual format. A typical face-to-face institute would include a series of consecutive dates to engage participants in the professional development training. The virtual format allowed for an adaptation to the traditional model. Instead of consecutive days, the institute was divided into six weekly segments, with each Monday serving as the live instructional day. Correlated activities (e.g., readings, exploration, reflection, data collection) throughout the remainder of each week allowed the participants to spend more time and have a deeper immersion in each week's topics. This format seemed beneficial to content delivery, retention, comprehension, and application.

During the year, multiple follow-up sessions and coaching visits were conducted by the ELLP directors - Alison Critchfield, Lisa King, and Keith Lyons. The follow-up sessions were virtual to accommodate scheduling and be mindful of reducing expenses, (e.g., substitutes, travel), as well as compliance with pandemic protocols at the state and local levels. Tanny McGregor conducted a workshop in October on cultivating an environment for the exploration and capture of the earliest of learners' creativity through idea development and "sketchnoting." The November session focused on emergent literacy and reading with professional development expert and author Matt Glover. An integral focus throughout the yearlong work was strategic family engagement. Each research-based literacy strategy and relevant activity introduced was deliberately chosen to support families in the child's literacy and oral language development. Numerous manipulatives were provided, along with a bevy of professional resources, to assist in the transfer of skills from participant to the children and families they serve. Targeted instruction in family literacy engagement became beneficial due to the COVID-19 pandemic and resulting at-home instructional platforms; educators were able to support families through in-home instruction strategies learned in ELLP.



Screenshots of ELLP follow-up PD sessions with Tanny McGregor and Matt Glover

In a typical year, participants would conclude the initiative by presenting their Learning Action Plans (LAPs) at the statewide CCLD annual Share Fair, an opportunity many of the early learning professionals may have never experienced prior in their careers. However, the in-person pre-K through 12th grade event slated to occur in April was impacted by the COVID-19 pandemic, thus resulting in a hybrid virtual event again for the 2020-2021 academic year. ELLP participants utilized their training and technology skills to share their LAPs in various formats for the hybrid Share Fair event. All presentations were uploaded to a centralized section of the CCLD website. Participants were able to review others' work and provide feedback.

Imagination Library Kentucky Project

CCLD spent four years investigating and developing a plan to initiate a pilot project focused primarily in southeastern Kentucky with Dolly Parton's Imagination Library, with an expansion made possible through the state striving readers rounds of grants (SRCL, KyCL). The project is based on the premise of children from birth up to age five receiving a book per month in their homes. Access to rich print is important in a child's emergent literacy and oral language development in these formative years. The book dissemination project is being enhanced with videos created around the books that include strategies and resources for families to use with their children. The target audiences for these videos are children and their families, with additional utilization by early childcare educators and providers. Each video includes literacy tips and strategies for families to engage in together as they read books received through the initiative. A research component is being developed that will explore the potential benefits and impact of the initiative. The long-term desire is to create a sustainable model that may be expanded to all areas of the state. Nearly 5,000 children received 35,000 books through the 2020-2021 fiscal year. The Imagination Library Kentucky Project videos may be found at: www.kentuckyliteracy.org/imagination-library.

With KDE's permission, the ELLP and Imagination Library endeavors have been combined into a unique initiative offering for the SRCL & KyCL grants, utilizing the professional development delivery model and the book dissemination efforts to support educators, community partners, and families in early language and literacy development. Additionally through the expanded Imagination Library initiative offered by CCLD, several districts and entities have sought support for the project in their areas. Through various grant opportunities, book dissemination and related early literacy and oral language focused professional development was provided to the Harlan County school district and their community partners to help promote the initiative in their area during the 2020-2021 academic year.

During the 2021 General Assembly session, a dedicated line item was instituted in the state budget dedicated to the initial phases of implementing a statewide Imagination Library initiative. This is a result of CCLD and several collaborating entities promoting the benefits of the program for the earliest of learners and their families. The statewide endeavor will be launched during the fall of 2021, and CCLD is poised and ready to help implement the initiative.

Strong Start Kentucky

CCLD continues to participate in Strong Start Kentucky: Quality Pre-K for Every Child, an initiative of the Prichard Committee for Academic Excellence. Strong Start Kentucky's policy and legislative updates help inform CCLD's early childhood work. CCLD also supports the initiative's goals of increasing access and enhancing the quality of pre-K programs in Kentucky.



ELLP participants from Mount Vernon Elementary School (Rockcastle County) sharing one of their literacy-connected socio-emotional activities used during a non-traditional family engagement event during the holidays

"The project has allowed me to focus on language and literacy throughout the classroom. I am able to listen to the children's interest in a new way from their perspective and with the materials and resources provided from ELLP it's been fun for the children."

- ELLP Participant

"My experience during the ELLP has been amazing! I have shifted my mindset about what constitutes reading and writing. As a result, I am able to approach every child as a reader and writing, no matter where they are in the process. Additionally, I am viewing assessments from a broader view, with an emphasis on making sure that all areas are balanced in the compilations of assessments."

- ELLP Participant

"It has given me a great deal of resources for my classroom and countless ideas to use to help develop my early readers and writers. I feel like I have more confidence as a teacher and several new teachers to network with."

- ELLP Participant

Kentucky Reading Project

Since 1998, The Kentucky Reading Project (KRP) has remained committed to advancing students' literacy achievement through high-quality teacher professional development. Using the expertise of literacy faculty at all eight state universities, KRP grounds teachers in time-honored practices and upholds the belief that teachers know their students (and themselves) better than anyone else. Ongoing support and encouragement from college of education faculty statewide enables teachers to make significant changes in their teaching practice for the benefit of their students. Teachers have always known what their students need – but sometimes they need guidance and the resources to answer these needs.

The collaboration among the eight state universities, the National Center for Families Learning (NCFL), the Kentucky Department of Education (KDE), and various other educational and governmental organizations has remained strong for more than 20 years. This is because all these entities share a fundamental belief in scientifically demonstrated research findings as the basis for sound literacy instruction and family engagement in that instruction. KDE continued to offer KRP training to the RTA +1 teachers (KRP4RTA) as part of the requirements for the Read to Achieve (RTA) grant, due to the demonstrated success of KRP. When KDE was awarded the federal Striving Readers Comprehensive Literacy (SRCL) grant (2018-2020) and the federal Kentucky Comprehensive Literacy (KyCL) grant (2020-2024), KRP was listed as one of the approved elementary options for quality professional development; the initiative was given the moniker Kentucky Striving Readers Project (KSRP) to help delineate those cadres.

Due to the impact of the COVID-19 pandemic, all KRP, KRP4RTA, KSRP professional development moved to an online format during the summer of 2020 and continued with virtual follow-ups throughout the year. Teachers involved in KRP and KSRP also received a virtual coaching visit from their KRP director. Between all KRP related initiatives, there were approximately 418 teacher participants from over 275 schools in 115 districts. Following are highlights from these trainings:

Eastern Kentucky University (EKU)

KRP4RTA, KRP, KSRP - Bourbon, Pineville, Rockcastle (*Dr. Stacey Korson, EKU; Dr. Nora Vines, University of Tennessee at Knoxville; Dr. Natalia Ward, East Tennessee State; Dr. Emily Zuccaro, EKU; Jilliane McCardle*)

Due to COVID-19, KRP sessions were held virtually, with a combination of synchronous and asynchronous sessions. Participants read and explored Jennifer Serravallo's *Reading and Writing Strategies* books, *Understanding Texts and Readers*, as well as Donalyn Miller's *Reading in the Wild*. During the synchronous session, presenters shared information about a variety of literacy topics (e.g., phonics instruction, literature discussions, reading assessment and data analysis, vocabulary instruction). Participants also read sections of the selected texts and engaged in discussion about application of the content to their classrooms. The asynchronous session provided times for participants to dig into content areas by exploring Choice Modules with different assigned topics (e.g., theory and research, phonemic assistance, word recognition, working with striving readers, formal and informal assessments, family engagement, integrating writing). In each module, participants read articles and research related to the topic, listened to podcasts and/or watched videos, and applied the content to their classroom in a meaningful way. During the week, participants interacted with NCFL to develop a deeper understanding of working with and engaging families. Author Kate Messner joined the participants virtually to share about teaching with mentor texts. The final component involved an integration of exploration of various tech tools that could be incorporated with virtual instruction to enhance literacy instruction. This was in response to COVID-19 and the need to better support teachers in the use of tools to engage students and enhance learning.



Erin Wobbekind Powell



Katie Gray

Kentucky State University (KSU)

KRP4RTA (*Dr. Tiffany Wheeler, Transylvania University; Amy Keadle*)

KSU's focus was to help participants feel more confident in teaching aspects of literacy that were challenging for them. On most days during the summer institute, they had a "Strategy Share" time. Participants were asked to conduct research about literacy instructional strategies that related to an area of literacy they identified as a weakness for them (e.g. phonemic/phonological awareness, fluency, comprehension, writing, etc.). Each participant presented an instructional strategy from their designated literacy area to the group via Zoom. Participants found the "Strategy Share" sessions to be extremely valuable, as they all became more knowledgeable about a variety of research-based strategies that reflect effective literacy instruction.

Morehead State University (MSU)

KRP, KRP4RTA, KSRP - Carter, Floyd Greenup, Fairview Independent (*Dr. Rebecca Roach, MSU; and Sarah Kelsey*) MSU designed and implemented synchronous workshops via Zoom for the KRP, KRP4RTA, and KSRP groups. Participants met in the morning each day for a director-led presentation then left the Zoom session to independently complete assignments. Directors created interactive videos, slides, and online literature circle groups. In the early afternoon, participants returned to share their work in small groups. Teachers attended follow-up sessions in which they met in groups according to their focus of study. The focus of the summer institute was conducting reading conferences with students and effective reading strategies. The directors created an online hub to share information and facilitate sessions.

Because Carter County Schools participated in previous KRPs, the directors designed an advanced workshop for the Carter County KSRP to integrate previous years' content. The focus of the summer workshop was developing reading activities in inquiry-based units. This was an in-person workshop held at Prichard Elementary School; 38 participants were divided into four groups according to grade level or subject area. Teachers received a thematic set of trade books, and relevant strategies were presented from *Inquiry Illuminated: Researcher's Workshop Across the Curriculum* (Anne Goudvis, Stephanie Harvey, & Brad Buhrow).

Kentucky Reading Project Digital Link HUB		Flipgrid Community Link: https://flipgrid.com/kelsey8373
Agenda Links: Day ONE Day TWO Day THREE Day FOUR Day FIVE Day SIX Day SEVEN	Literacy Action Plan Shared Folder: LINK HERE	The Reading Conferences Book Slide Decks: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5,6,7
National Center for Families Learning Login Link: NCFL LINK HERE	Literature Circle Collaborative Documents: The March Louisiana's Way Home The Warden's Daughter Out of My Mind The One and Only Ivan The Crossover	Wishtree Read Aloud Activities: Day 1 Prediction Day 1 Reflection Day 2 Activity Map It! Day 3 Activity Go DEEP Day 4 Multiple Meaning Words Day 5 Day 6 Day 7

KRP Hub that MSU created on Google Classroom for their groups

Murray State University

KRP, KRP4RTA (*Dr. Christina Grant; Holly Bloodworth, Murray State*)

Murray State worked hard to build the relationships that are key to the success of KRP. Prior to the virtual sessions of KRP, the directors put together a box for each participant containing materials to increase teacher engagement. In addition to books and general supplies, the box contained lots of manipulatives to involve the teachers, provide opportunities to practice, and make the sessions more fun. The directors drove to the houses to make porch deliveries of the box. They used the virtual format to highlight interesting tech tools used around the area districts, and were able to use professionals across the state as guest presenters.

Northern Kentucky University (NKU)

KRP, KRP4RTA (*Dr. Lynne Smith, NKU*)

The big focus of the NKU KRP was how to differentiate instruction for students who were ahead of or behind their peers. They looked at ways to solve particular issues that teachers see in students, trying to be more specific than just saying a student is a struggling reader. NKU KRP discussed how to get families involved and how to help students whose parents don't participate.

The NKU KRP4RTA focused on how to take students where they are in terms of their reading and writing abilities and move them forward. They talked a lot about how students' strengths can be used to meet their needs and what collaboration with the RTA teacher could focus on. NKU KRP4RTA also discussed how to foster and support family engagement.

NKU **KSRP** - Bellevue Independent, Eminence Independent, and Williamstown independent and WKU **KRP4RTA**

(*Dr. Tammie Sherry, NKU; Joyce Harris*)

The NKU KRP and WKU KRP4RTA utilized the Google Classroom virtual platform for daily work. They posted required readings, group chats, video links of strategies in action, and online teacher resources. They used time each morning to prepare for an afternoon online meeting. Teacher participants met once a day via Zoom for 1.5 hours at the end of each day to share and discuss the materials. The daily afternoon meetings consisted of whole group instruction and small breakout groups.

University of Kentucky (UK)

KRP, KRP4RTA (*Dr. Mary Shake, UK; Debbie Carter*)

UK KRP and KRP4RTA used Zoom as their meeting platform. They met synchronously for 3-3.5 hours daily, then participants had asynchronous afternoon/evening work. Tasks were assigned related to the asynchronous work (i.e., a discussion prompt, a template to complete, etc.). The next morning meetings began with discussions on the asynchronous work. UK groups made liberal use of videos to show application of teaching points. They also made a concerted effort to try out various types of technology and have participants use them, then discuss how they would implement with their elementary aged students.



University of Louisville (UofL)

KRP, KRP4RTA (Dr. Jane Andris, UofL; Carla Wilson)

UofL participants engaged in a virtual summer institute in June 2020 on Google Meet, and the directors delivered planned instruction in this setting. Author Geporge Ella Lyon conducted a writing workshop and assigned the participants to small group breakout rooms for their professional and adolescent literature book clubs. Fall and winter follow-up sessions were also conducted online. Directors visited teachers in their virtual classrooms to provide coaching and observational feedback on their literacy and family engagement instructional practices - and learned that teachers around our region were succeeding in reaching and teaching their students in engaging and meaningful ways!

Western Kentucky University (WKU)

KRP (Drs. Nancy Hulan & Susan Keesey, WKU)

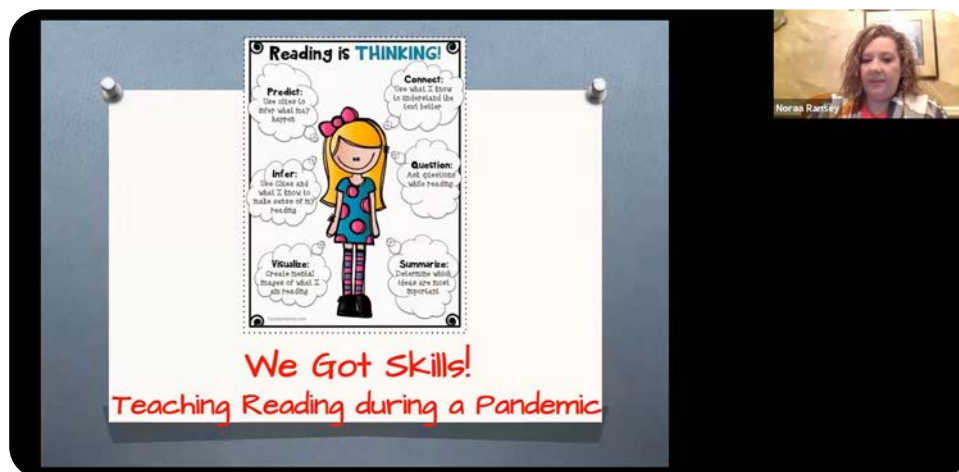
The WKU held an Alumni Cohort in 2020-2021. They met virtually on Zoom throughout the summer, and then held online follow-up meetings in September, November, and January. Participants shared their Literacy Action Plans on a Flipgrid and provided responses to one another as practice before sharing on the CCLD Share Fair platform.

The group spent a lot of time working on how the brain processes language- working through David Sousa's book *How the Brain Learns to Read*. They also focused on building their own knowledge of language structure with Wiley Blevins' *Phonics A to Z* and Louisa Moats' work on Phonemic Awareness. Dr. Sue Keesey did repeated practice with participants on syllable segmentation and CLOVER models for helping struggling readers. A KRP participant shared work from *The Book Whisperer*, Donalyn Miller's book which participants read for homework. The work of Cornelius Minor's book, *We Got This!* was an additional focus for the group. Living through tumultuous times with Breonna Taylor's death and Black Lives Matter protests across the country, the timeliness of this work really brought home the importance of attention to students' cultures in our teaching. Culturally responsive teaching as a whole was infused throughout our work and discussions. Participants also received Stephanie Harvey and Anne Goudvis' book *Strategies that Work*, from which they selected lessons to use within their own grade level and content areas. Participants discussed the importance of building instruction upon students' demonstrated needs and depending on assessment data to inform decisions. In addition, Dr. Julia Roberts visited with the group to discuss differentiated instruction and attention to gifted students needs while Dr. Christina Noel shared behavior management strategies to help foster literacy development in even the most challenging of situations.

While the 2020-2021 academic year was basically a train wreck in many peoples' opinions and depending on the district and school, the KRP Alumni cohort implemented some very important work in their classrooms amid extremely challenging circumstances. Some incorporated Jan Richardson's guided reading groups throughout their schools, others implemented the 40 Book Challenge, and others began focusing on small group phonics instruction in a virtual setting.

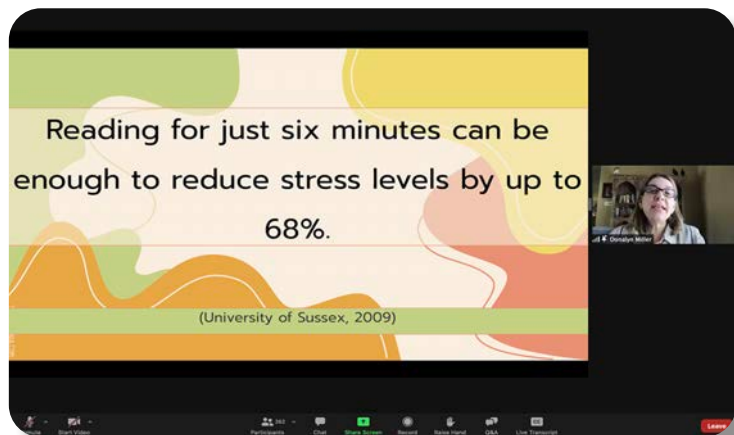
Statewide Highlights

NCFL conducted virtual trainings, "Partnering with Families for Student Success," for both KRP and KRP4RTA. It encompassed family engagement research and best practices, literacy strategies that families can use with their children, and an opportunity for participants to apply lessons learned to their elementary classrooms. Due to the COVID-19 pandemic, NCFL trainings were moved online and consisted of one full day or two half-day sessions.



Murray State KRP participant Nora Ransey presenting at virtual Share Fair

The annual statewide CCLD Share Fair wrapped up the yearlong initiatives. Due to the impact of the COVID-19 pandemic, the Share Fair was moved to a virtual format. A “live” virtual Share Fair was held on April 24, 2021. Volunteer participants presented their work during live online sessions. Over 400 participants logged into the virtual platform and attended the sessions. In addition to the live event, all participants submitted their literacy plan presentations which were posted to a dedicated page on the CCLD website. The presentations shared what they learned and implemented in their classrooms during the year.



Donalyn Miller motivated participants during the Share Fair keynote address

"I loved it [KRP]. I am more confident when I am teaching reading now. My mini-lessons are more meaningful to my students, and my small groups make more sense for what I want my students to accomplish. I have more resources to access when I need ideas for reading instruction, and I have more people in my contacts now that I can contact when I need another professional to help me through something with my reading instruction."

- KRP Participant

"Developing and implementing the LAP on word work strategies gave me the opportunity to take a closer look at how I taught word work and phonics and enhance that instruction. I was able to put into practice the wonderful strategies I learned from my KRP group and see the positive results. I am looking forward to fully implementing these strategies in the future when we are able to be in person all year. I will never do guided reading the same again!"

- KRP Participant





Adolescent Literacy Project

The Adolescent Literacy Project (ALP), provides intensive literacy professional development for middle and high school teachers across the state of Kentucky. It was designed to develop and integrate vital skills in teaching reading, writing, listening, and speaking in content areas, and is a yearlong course that includes a summer institute with follow-ups and support throughout the school year. The 2020-2021 ALP consisted of 119 participants at 6 university site cadres and represented 54 schools and 30 districts across the Commonwealth of Kentucky.

ALP Highlights

Due to the ongoing COVID-19 pandemic, the 2020-2021 ALP sites converted to a virtual format. The summer institutes were held online during June and July 2020. Follow ups, coaching, and the Share Fair were all converted to online formats throughout the school year. As a result of the Kentucky Comprehensive Literacy Grant (KyCL), the cohorts at Morehead State University (MSU) and Eastern Kentucky University (EKU) included teachers from districts that were awarded this grant.

The MSU ALP (*Dr. Alison Hruby*) included teachers from the MSU service region but also included Greenup County, Fairview Independent, and Pineville Independent districts, which were awarded the KyCL grant in 2020. Due to the large group of teachers this year, many with several years of teaching experience, MSU pooled together some excellent shared resources using Google tools. The teachers left the summer institute with a compendium of tried-and-true, high-interest texts to use with their students, as well as a table full of favorite teaching strategies. Because everything was online, they were able to share these as hyperlinks in condensed Google Docs for future reference/use.

The Western Kentucky University ALP (*Dr. Kandy Smith*) focus was on supporting the reading of adolescent English-as-an-Additional-Language learners (EALLs). Participants in the summer workshop read and discussed (via Zoom) current research-based texts for enhancing that support. The Kentucky Department of Education's ten interdisciplinary literacy practices framed the work. ALP participants developed increased awareness of the importance of text diversity (so that students see themselves in the learning) and specific strategies that prove to be most effective for supporting the literacy needs of middle and high school students adding English as an additional language.

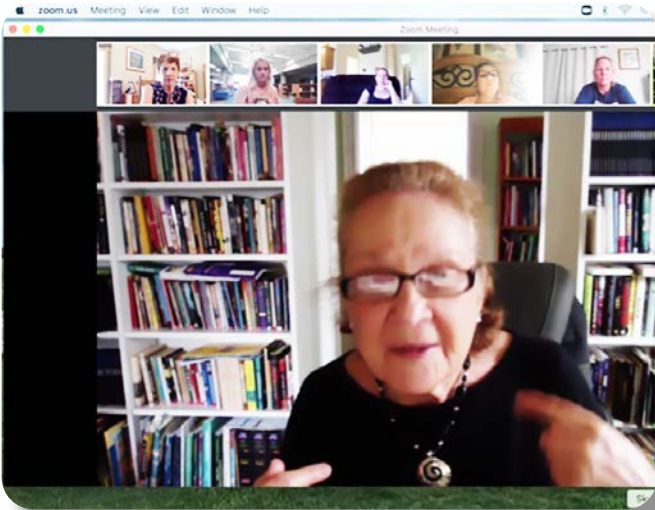
Northern Kentucky University's ALP (*Drs. Tammie Sherry & Mike DiCicco*) utilized the Google Classroom virtual platform for daily work. They posted required readings, group chats, video links of strategies in action, and online teacher resources. Participants used time each morning to prepare for an afternoon online meeting. Teacher participants met at the end of each day via Zoom to share and discuss the materials. The daily afternoon meetings consisted of whole group and small breakout groups.

In addition to participants from ECU's service region, the ECU ALP (*Drs. Dorie Combs & Eileen Shanahan*) included teachers from KyCL grant districts, Bourbon County and Rockcastle County. The group met via Zoom to discuss adolescent disciplinary literacy methods and approaches. The texts used included: *Read, Talk, Write* by Laura Robb; *Disrupting Thinking: Why How We Read Matters* by Kylee Beers and Robert Probst; and *Vocabulary Their Way* by Shane Templeton et al. New to the ECU ALP this year, ELA teachers chose a current YA fiction novel from a small list and participated in guided book clubs. In addition, all teachers chose additional professional books to use for their classroom. Perhaps the biggest highlight of the institute this year was a discussion with Laura Robb, author of *Read, Talk, Write*. The English language arts and social studies teachers developed action plans and made a commitment to implement specific literacy methods throughout the coming school year. The online format allowed all presenters and teachers to experiment with new technologies that better prepared them for the virtual teaching they had to do this year.

Kentucky State University (*KSU, Dr. Salema Mustafa-Campbell*) welcomed an amazing group of eleven instructors representing five different counties who committed to simply consider the roots of problems, useful strategies, and possibilities in literacy instruction. Considering that the pandemic had upended much in terms of routines, they did their best to plan for a school year with students in online and/or face-to-face learning formats. They included many great facilitators to cover a range of writing, reading, and digital learning strategies. KSU's ALP used Zoom and Google classroom to chat, comment, and stream of consciousness write before, during, and after each session. They anchored learning in the text, *Disrupting Thinking: Why How We Read Matters* by Kylee Beers and Robert Probst. The KSU ALP looked at the ALP S.M.A.R.T. strategy action plan template, discussed action research, and considered some of

last year's Share Fair presentations. The participants really appreciated the online format so much that they formed an online support/curricular planning group called Masterminds. They felt inspired to push through NTI collectively and masterfully.

The University of Louisville (UofL, Dr. Penny Howell & Jean Wolph) cadre had two overall themes for their virtual training: Enhancing Student Learning through Rigorous Skill Instruction and Trauma-Informed Teaching in the Midst of COVID-19. Reading and writing topics included accelerating reading, scaffolding for success in mastering disciplinary literacy demands, graphic novels across all content areas, argument moves, and routine argument writing.



Laura Robb discusses her book with ECU's ALP participants.

WKU summer workshop minus a couple of people.
All GREAT participants!



"This program has given me a wonderful opportunity to reflect on my teaching practices and consider ways to make them more efficient and effective. Additionally, I have very much enjoyed learning effective teaching strategies from other teachers who are passionate educators "

- ALP participant

"Being more aware of trauma-informed practices for both students and teachers have been helpful this year, for me and for students. I also walked away with specific tips/tricks for promoting literacy."

- ALP participant

Share Fair 2021

The yearlong ALP culminated with the annual CCLD Share Fair. Due to the impact of the COVID-19 pandemic, the 2021 Share Fair was moved to a virtual format. ALP teachers joined the Kentucky Reading Project, the Kentucky Reading Project for Read to Achieve, the Early Language and Literacy Project, and the Kentucky Striving Readers Project participants in submitting their presentations virtually which were posted to a dedicated page on the CCLD website. These presentations shared what participants learned and implemented in their classrooms during the year. In addition to housing the presentations online, volunteer participants presented their work during a "live" online Share Fair. Over 400 teachers joined virtually on April 24, 2021 to attend the virtual sessions. The Share Fair concluded with a live keynote from author Donalyn Miller. The presentations for all 2020-2021 CCLD Share Fair initiatives may be found at: www.kentuckyliteracy.org/sharefair-presentations/ or by scanning the QR code below:





Reading Recovery® in Kentucky

For more than two decades, the Reading Recovery University Training Center (UTC) has remained part of the Collaborative Center for Literacy Development and the College of Education at the University of Kentucky. The Reading Recovery University Training Center continues its endeavor with Reading Recovery and the Comprehensive Intervention Model through the training of Teacher Leaders and teachers. During the past 20 years the UTC has continued to expand access to Reading Recovery, Literacy Lessons and the Comprehensive Intervention Model and literacy advocacy within schools, districts, regions, and statewide levels.

The Reading Recovery Training Center at CCLD provides initial training and ongoing professional learning for all Reading Recovery Teacher Leaders across the state. Teacher Leaders complete a yearlong, graduate level program of 18 hours of coursework in Literacy Theory, Clinical Literacy Teaching of Children, and Literacy Leadership including the coaching of adult learners.

The training and ongoing professional learning offered allows Teacher Leaders to return to their respective regions and provide training and ongoing professional learning to Reading Recovery teachers across multiple districts. Reading Recovery teachers then teach children in both individual and small group settings at their elementary schools, as well as provide professional learning to classroom teachers.



Judy Embry

Reading Recovery is an intense, short-term, early intervention designed to support classroom instruction for struggling, young literacy learners in the first grade. Students receive daily 30-minute lessons taught by a highly-trained teacher as a supplement to comprehensive classroom literacy instruction for 12-20 weeks. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. This supplemental instruction continues until students can function independently within the average reading range of their peers.

The University Training Center has implemented Literacy Lessons as a professional learning model for Special Education and English Language Learner (ELL) teachers as an intervention model for their students and collaboration with Reading Recovery. Specialist teachers train alongside teachers in a Reading Recovery class, and both groups are learning from one another. Reading Recovery has several Literacy Lessons teachers across the state and continue to see tremendous success with our teachers and their students.



Lindy Harmon

The Comprehensive Intervention Model (CIM) is a systemic approach to literacy improvement. Reading Recovery Teacher Leaders/CIM Coaches are viewed as agents of system change. CIM Coaches provide specialized training and ongoing professional development for intervention teachers/CIM Specialists who work with struggling readers in the primary grades, including Reading Recovery in first grade. The goal of each intervention is to develop self-regulated, strategic readers and writers able to solve literacy problems with flexibility, efficiency, and understanding.

During the past 20 years, the Reading Recovery Teacher Leaders have established Teacher Leader sites throughout the Commonwealth of Kentucky. The following are highlights of the growth and expansion of Reading Recovery in Kentucky.

The Bourbon County Teacher Leader Site serves Bourbon, Campbell, Pendleton, and Scott Counties.

Update from Dr. Somer Davis, Certified Reading Recovery Teacher Leader/CIM Coach

The Bourbon County site began in 2001. Due to retirement in 2007, another Teacher Leader was recruited to serve the region. Again in 2017, a new Teacher Leader was recruited and trained. Reading Recovery in Bourbon County has provided intervention services to an average of 110 first grade children each school year. There are now 13 Reading Recovery teachers working in 10 buildings across 4 districts. A Bourbon County parent commented, "Without this program, my child would still be behind his classmates! This program is invaluable."



Kriss Johnson

The Boyd County Teacher Leader Site serves Boyd, Elliott, Carter, and Lawrence Counties along with Russell Independent and Ashland Independent.

Update from Melody Craft, Certified Reading Recovery Teacher Leader/CIM Coach

Reading Recovery began in the Russell Independent school district in 1996, with only one teacher. In 2000, the teacher

trained as a Teacher Leader, and the Russell Primary Reading Recovery Training Site was established. At the end of the 2018-2019 school year, the Teacher Leader retired, and the Russell Primary Training Site closed. The new site is now established in Boyd County at Summit Elementary under the direction of the new Teacher Leader who was trained in 2019-2020. Reading Recovery at the Boyd County site has provided intervention services to 104 first grade children in 2020-2021 and served 6 school districts. Comment from Classroom Teacher in Boyd County, *"I would love to have more children from my classroom involved in the Reading Recovery program because it really helps struggling readers gain the confidence and reading strategies they need to be successful with literacy. It targets students who need the intense, individualized instruction that is difficult to provide in a whole class setting."*

The Christian County Teacher Leader Site serves Christian, Ballard, Calloway, Carlisle, Crittenden, Graves, Lyon, Marshall, Mayfield, and McCracken Counties, as well as Murray Independent.

Update from Anita Armstrong, Certified Reading Recovery Teacher Leader/CIM Coach

Reading Recovery started in the Western Kentucky region in conjunction with Murray State University to establish a Teacher Leader Site in 2003. In 2008, the Teacher Leader Site moved to the Calloway County School district with a newly trained Teacher Leader. After 13 years of dedicated service at the Calloway County Teacher Leader Site, the site was closed due to retirement. A new Teacher Leader Site was established in Christian County during 2018. This site has provided high-quality professional development and training to over 60 Reading Recovery and CIM teachers. These teachers represent eleven counties and thirteen districts within Western Kentucky. Overall, 30 elementary schools and their students have had the opportunity to work with Reading Recovery professionals. Countless students have been impacted by Reading Recovery and become successful members of the community. Comment from classroom teacher, *"I am so grateful to have the Reading Recovery teacher and CIM teacher in our building. She works so hard with those Reading Recovery students, takes intervention groups, and collaborates with the K-2 teachers to help with other struggling readers. I don't know how we would make the gains we do without her."*

The Fayette County Teacher Leader Site serves Fayette County.

Update from Amy Emmons, Certified Reading Recovery Teacher Leader/CIM Coach and Beth Magsig, Certified Reading Recovery Teacher Leader/CIM Coach

The Fayette County Teacher Leader Site was established in 2003. In 2009, a new Teacher Leader was recruited. In 2013 the site had grown to include 36 teachers, and a second Teacher Leader was recruited and trained. This site has grown to a total of 60 Reading Recovery and Literacy Lessons teachers. An additional Teacher Leader was trained in 2018. Reading Recovery in Fayette County now has 60 teachers working in 27 buildings. Of those 60 teachers, 23 are Literacy Lessons Specialists, working with English Language Learners and Special Education students. In Fayette County, a total of 34 teachers are trained in the Comprehensive Intervention Model and supported by CIM Coaches. Comment from Fayette County Principal, *"The Reading Recovery teachers are excellent resources in the building. They work with individual teachers and grade levels. They have helped lead professional development and provide coaching support for teachers. I don't know what I would do without them."*

The Franklin County Teacher Leader Site serves Franklin and Woodford Counties.

Update from Jessica Waford, Certified Reading Recovery Teacher Leader/CIM Coach and Vikki Hall, Certified Reading Recovery Teacher Leader/CIM Coach

Reading Recovery began in Franklin County in 1995. The district became a Reading Recovery Site in 2002 and trained a Teacher Leader. The current Teacher Leaders finished training in 2019-2020, and were mentored by a retired Teacher Leader who was trained in 2002. There were 15 Reading Recovery teachers working at the Franklin County Reading Recovery Site. During the 2020-2021 school year, 4 Reading Recovery teachers in training and 4 Literacy Lessons teachers in training were added to the Franklin County site. Reading Recovery and Literacy Lessons in Franklin County has provided intervention services to 110 second-year primary children during the 2020-2021 school year. This doubled the implementation from the previous two years. Comment from Administrator in Franklin County, *"Reading Recovery has been the most consistent face-to-face instruction students received this year."*

The Jefferson County Teacher Leader Site serves Jefferson County Public Schools.

Update from Amy Goodenough, Certified Reading Recovery Teacher Leader/CIM Coach, Allison Henry, Certified Reading Recovery Teacher Leader/CIM Coach, and Heather Cicchiello Wright, Certified Reading Recovery Teacher Leader/CIM Coach

Reading Recovery began in Jefferson County when two Teacher Leaders were trained at The Ohio State University in 1989. The following year, the first two Reading Recovery teacher training classes took place, and two additional Teacher Leaders trained at Ohio State. Since 1990, Jefferson County has maintained 3 Teacher Leaders, and 34 classes of Reading Recovery/Literacy Lessons teachers have been trained. The Comprehensive Intervention Model (CIM) training began in 2009 for Reading Recovery trained teachers, and the first group of Literacy Lessons teachers were trained in 2010. Since 2010, Literacy Lessons teachers have participated in every training class. In addition, Louisville was the first Reading Recovery site in Kentucky, and Reading Recovery teachers have continuously served Jefferson County students for over 32 years. Since 1989, Jefferson County has trained over 350 teachers in Reading Recovery and Literacy Lessons and plans to train an additional group of 21 for the upcoming year. Reading Recovery in Louisville has provided intervention services to 500 students through 84 Reading Recovery, Literacy Lessons, and CIM teachers working in 38 elementary schools this year. Comment from Jefferson County Administrator, *"Our Reading Recovery and Literacy Lessons teachers also impact students with-whom they never meet, by being leaders in our building and active members of our collaborative teams. Every collaborative team at our school has one or more Reading Recovery or Literacy Lessons trained staff that work with them."*



The Knox County Teacher Leader Site serves Knox, Bell, Laurel and Whitley Counties as well as Corbin Independent, Middlesboro Independent, and Williamsburg Independent.

Update from Carla Hinkle, Certified Reading Recovery Teacher Leader/CIM Coach

The Reading Recovery Teacher Leader Site was established during the 2006 school year in Knox County. Over the years, this intervention has proven successful and has spread into all of Knox County Schools as well as surrounding districts. The Knox County Site now serves 7 large school districts. This past year, the Reading Recovery Teacher Leader Site provided professional development to 23 highly-trained Reading Recovery teachers in 17 schools within 7 school districts. In addition to providing Reading Recovery training, the site also provided professional development to 18 CIM teachers in the Comprehensive Intervention Model. This year our training site will provide Reading Recovery training to 3 new Reading Recovery teachers. Comment from Eric Hubbard, Central Elementary Principal, "Once you learn to read, you will forever be free."

The Kentucky Valley Educational Cooperative Teacher Leader Site serves Breathitt, Clay, Floyd, Harlan, Johnson, Knott, Lee, Leslie, Letcher, Magoffin, Perry, Pike, and Wolfe Counties as well as Harlan Independent, Hazard Independent, Jenkins Independent, Paintsville Independent, and Pikeville Independent.

Update from Danna Duff, Certified Reading Recovery Teacher Leader/CIM Coach, Christy Hicks, Certified Reading Recovery Teacher Leader/CIM Coach, and Pam Slone, Certified Reading Recovery Teacher Leader/CIM Coach

The Reading Recovery Teacher Leader Site began at the Kentucky Valley Educational Cooperative in Hazard in 1997. In 2003, a new Teacher Leader was trained, and due to rapid expansion, two additional Teacher Leaders were trained in 2006. In 2016, due to retirement, a new Teacher Leader was trained, followed by another Teacher Leader being trained in 2018. These three Teacher Leaders serve 43 teachers in 42 schools in 19 districts. The teachers were able to serve 345 students this year in spite of the pandemic. Comment from KVEC administrator, "The reading interventionist teacher has provided our students with many needed skills using various intervention strategies for student progress and success. If possible, Reading Recovery was needed more this year than ever before. I don't know what we would have done without our Reading Recovery teacher."

The LaRue County Teacher Leader Site serves Boyle, Bullitt, LaRue, Marion, Nelson, Spencer, Taylor, and Washington Counties as well as Burgin Independent.

Update from Nancy Lane, Certified Reading Recovery Teacher Leader/CIM Coach

In 2018, the LaRue County School District opened a new Teacher Leader site within the district. This opening helped support the training of a Reading Recovery Teacher Leader to train and provide training and professional development for Reading Recovery and CIM teachers. The LaRue County Teacher Leader Site continues to service 9 districts at 18 schools providing training and continuing professional development to 21 Reading Recovery teachers, as well as conducting CIM training and continuing professional development to 12 CIM teachers. Comment from a parent in LaRue Site, "Reading Recovery was amazing for my child. She now believes in herself and enjoys reading! This program not only taught my child how to read, but it taught me different ways to help her."

The Madison County Teacher Leader Site serves Madison, Garrard, and Estill Counties as well as Somerset Independent and Berea Independent.

Update from Dr. Amy Smith, Certified Reading Recovery Teacher Leader/CIM Coach

In 2003, Madison County became a certified Teacher Leader Site. Since that time, the site has served 121 new Reading Recovery trainees, a Literacy Lessons teacher, and 21 previously trained teachers from 41 schools within 15 districts. These districts included: Madison, Rockcastle, Whitley, Knox, Fayette, Pulaski, Laurel, Estill, Bourbon and Garrard Counties, Berea, Middlesboro, Corbin, Somerset and Pineville Independent. They have also trained 54 teachers in the Comprehensive Intervention Model (CIM). Madison County achieved full implementation in 2006, and they have since served 14,620 of our lowest-achieving students. Comment from Madison County Board Member, "The success our Reading Recovery Program has and continues to achieve is just incredible. What's even more impressive to me is that our RR team knows the name of every single child who did not exit the program because you're never satisfied as long as even one child is unsuccessful. I'm so grateful for every child who gets to be in your team's presence."

The Monroe County Teacher Leader Site serves Cumberland, Clinton, Edmonson, Grayson, Green, Hart, Metcalfe, Monroe, and Wayne Counties.

Update from Tracy Hagan, Certified Reading Recovery Teacher Leader/CIM Coach

The Monroe County Teacher Leader Site was established in 2006. Due to a retirement, a new Teacher Leader was trained in 2016. Over the years, the site has trained approximately 20-25 Reading Recovery teachers, 2 Literacy Lessons teachers, and a Literacy Processing Specialist. The Monroe County Teacher Leader Site currently serves 9 counties. Across these counties, the Site serves 14 schools, 15

Reading Recovery teachers, and 10 Comprehensive Intervention Model teachers. Comment from Angie Waddle, Reading Recovery Teacher at Cub Run Elementary in Hart County, *“Monthly Professional Development classes and collaboration with other Reading Recovery teachers and my Teacher Leader this year have been vital to my ability to serve the students. This year has produced many challenges through remote and virtual learning scenarios, but together we were able to compile ways of providing services to students. I am grateful for the professional development I have received this year.”*

The Ohio County Teacher Leader Site serves Ohio, Daviess, Hancock, Henderson, Logan, McClean, and Muhlenberg Counties.

Update from Debbie Gowins, Certified Reading Recovery Teacher Leader/CIM Coach

The Ohio County site began in Warren County in 2001, and served Warren and Hart Counties. In 2003, the Teacher Leader Site was moved to Ohio County offering Reading Recovery training in Ohio, McClean, Daviess, Henderson, Hancock, Logan, Muhlenberg, Grayson, Hopkins, Monroe, and Metcalf Counties. In 2009, the Teacher Leader Site moved to Muhlenberg County for six years and then back to Ohio County in 2015 with a visiting Teacher Leader serving the region until 2018. During the 2017-2018, a new Teacher Leader, was trained for Ohio County. Forty-six (46) elementary schools have been served over the past 20 years with 76 Reading Recovery teachers trained and provided professional development. This site has also trained 36 teachers in the Comprehensive Intervention Model. The first 4 Literacy Lessons teachers in this region have been trained in the last two years. Comments from Ohio County Principal, *“Reading Recovery has had a great impact on student achievement. The student’s growth in reading fluency, comprehension, writing skills, and confidence is amazing. Teachers and parents love the progress their students have made. They are very thankful for their child’s participation in the program and are very proud of the progress made.”*

The Oldham County Teacher Leader Site serves Oldham and Trimble Counties.

Update from Dr. Heather Garland, Certified Reading Recovery Teacher Leader/CIM Coach

The Oldham County Teacher Leader Reading Recovery Site began in 2011-2012. The Teacher Leader Site initially began with 10 Reading Recovery teachers in each of the 10 elementary schools in Oldham County. During the 2016-2017 school year, the Trimble County School District joined the Oldham County Teacher Leader Site with the addition of two Reading Recovery teachers at the two elementary schools located in Trimble County. Overall, teachers from 7 school districts for a total of 35 Reading Recovery and 15 Literacy Lessons teachers have been trained and/or served since the establishment of the Oldham County Teacher Leader Site. Furthermore, this includes a total of 49 Reading Recovery/Literacy Lessons teachers which have also been trained and/or served in the Comprehensive Intervention Model (CIM). Comment from Oldham County parent, *“She looks forward to it every day, feels very connected to the teacher and the experience. She is VERY excited about it and loves to read to us now. Before this experience, she hated reading and often would cry and become very upset when it was time for any type of reading.”*

The Shelby County Teacher Leader Site serves Shelby and Anderson Counties.

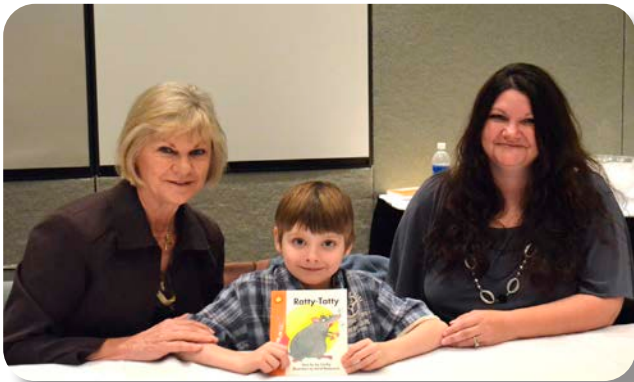
Update from Sherri Wadsworth, Certified Reading Recovery Teacher Leader/ CIM Coach

The Shelby County Reading Recovery Teacher Leader Site was established in 2007. Over the years, the Shelby County Site has provided training and support services to 7 Kentucky school districts and currently maintains 4 training facilities in Shelby and Anderson Counties. The Shelby County Teacher Leader Site supports 8 elementary schools, 14 trained Reading Recovery teachers, 12 trained CIM Interventionists, and 2 CIM teachers in-training. The Shelby County Teacher Leader Site serves approximately 550-600 students each year. Comment from Shelby County Principal, *“Reading Recovery teachers were instrumental in supporting classroom teachers and students during virtual learning.”*



*Current Reading Recovery Teachers Leaders;
Two newest Teacher Leader graduates*

Reading Recovery University Training Center: Celebrating 20 Years of Service





The Kentucky General Assembly created the Read to Achieve Grant program (RTA) in 2005 to support schools in implementing an intervention program that supports low achieving students in primary grades. The Collaborative Center for Literacy Development is in charge of creating and administering a comprehensive research agenda to determine the impact of interventions on student achievement in reading for RTA participants. In each grant cycle, the evaluations focus on three areas: student achievement, the +1 initiative, and the fidelity of implementation.

The 2019-2020 Kentucky RTA Grant program evaluation was designed in collaboration with the Evaluation Center at the University of Kentucky. This evaluation was unique from others because it occurred during a national pandemic. Subsequent findings, which are summarized below, should be considered in light of the COVID-19 impact on public education.

Summary of Key Findings

- Student Achievement
 - The information gathered from this year’s investigation illustrated evidence of RTA’s positive impact on students’ literacy achievement. Several promising patterns emerged in students’ MAP literacy scores across grade levels and time points. After beginning the 2018-2019 and 2019-2020 school years with lower scores than their peers, students with RTA experience “caught up” to their peers later in the year. This proved to be true across grade levels. More specifically, this was true when comparing students (i.e., K-3rd graders) who received RTA intervention during 2019-2020 academic year to those who had not (Figure 1).

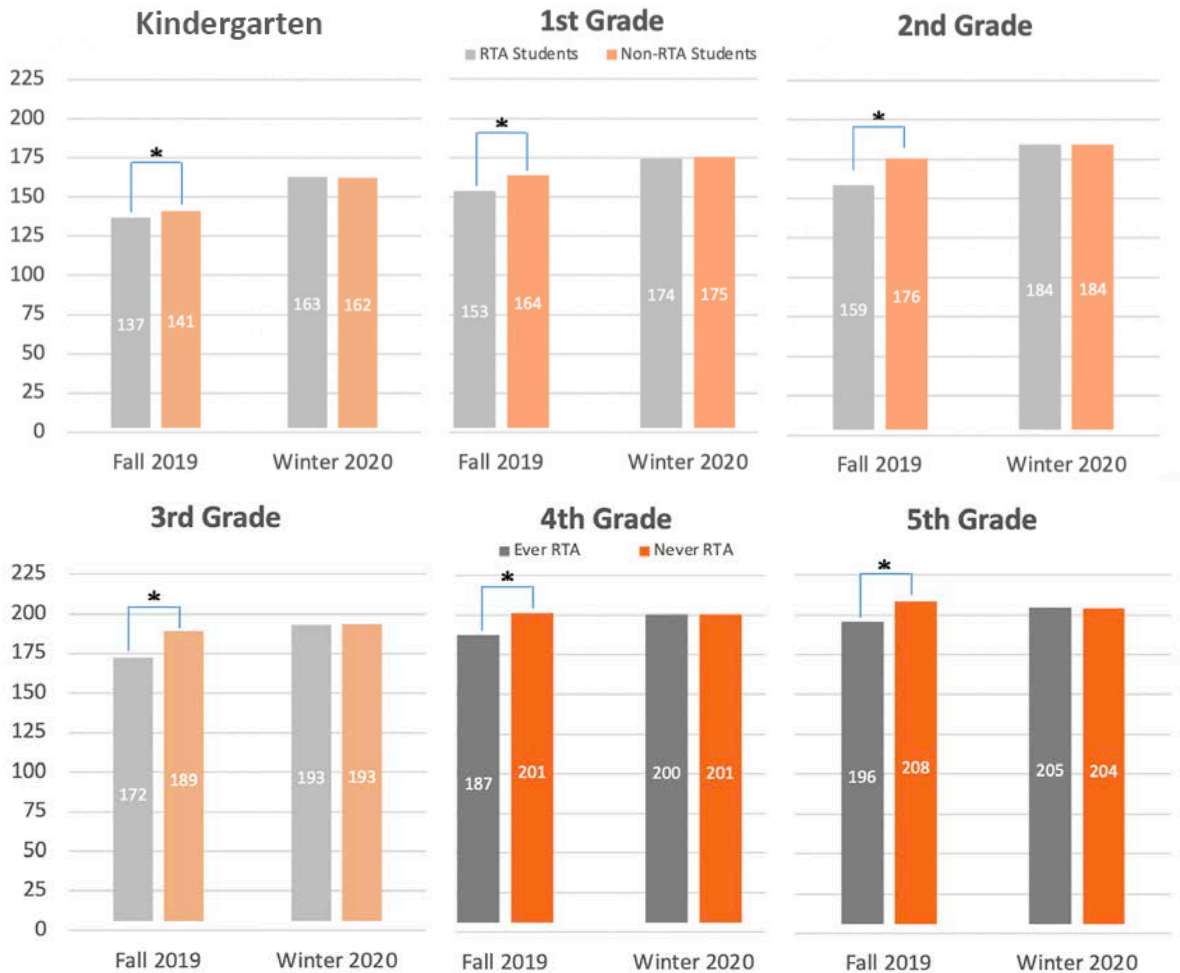
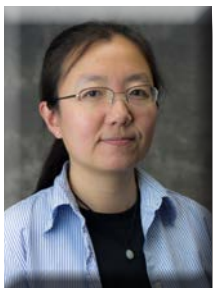


Figure 1. Average 2019-2020 MAP scores for RTA and non-RTA students in grades K-5

Note. * indicates statistical significance at the $p < .001$ level. Those students categorized as “Ever RTA” in 4th and 5th grades received RTA intervention in the past, but they were not receiving intervention during the 2019-2020 academic year; those in the “Never RTA” group never received any RTA instruction.



Xiaoliang Qi



Shailea Winston

- The evaluators also conducted a longitudinal analysis of how multiple years of RTA participation affected student achievement beyond the impact of just a single year of RTA participation. To do so, the amount of growth in students' MAP literacy scores between the Fall 2018 and Spring 2019 testing dates were calculated using scores from the 2018-2019 school year (Figure 2). Those growth scores were then compared for current (2019-2020) 5th grade students who had received 0, 1, 2, 3 years of RTA instruction (Figure 3).

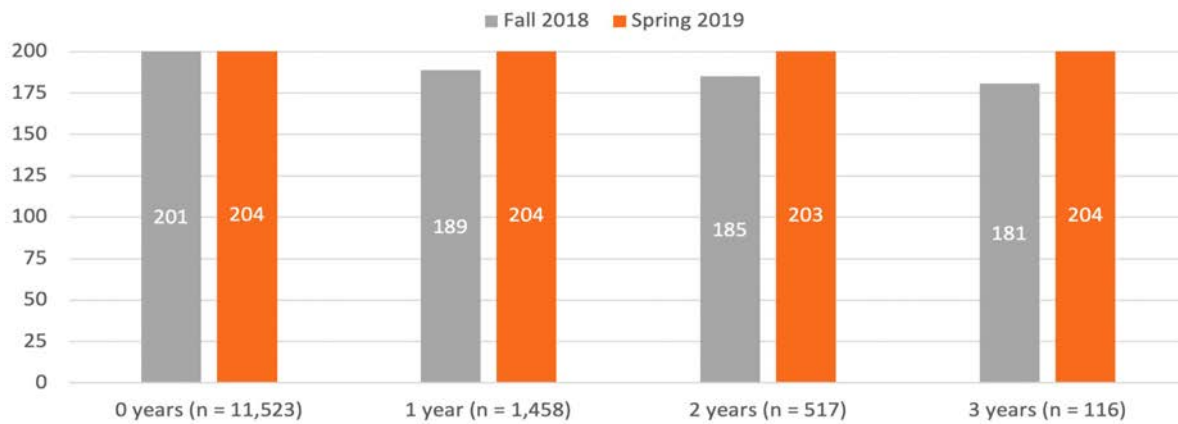


Figure 2. Average 2018-2019 MAP literacy scores across years of RTA experience for 5th grade students

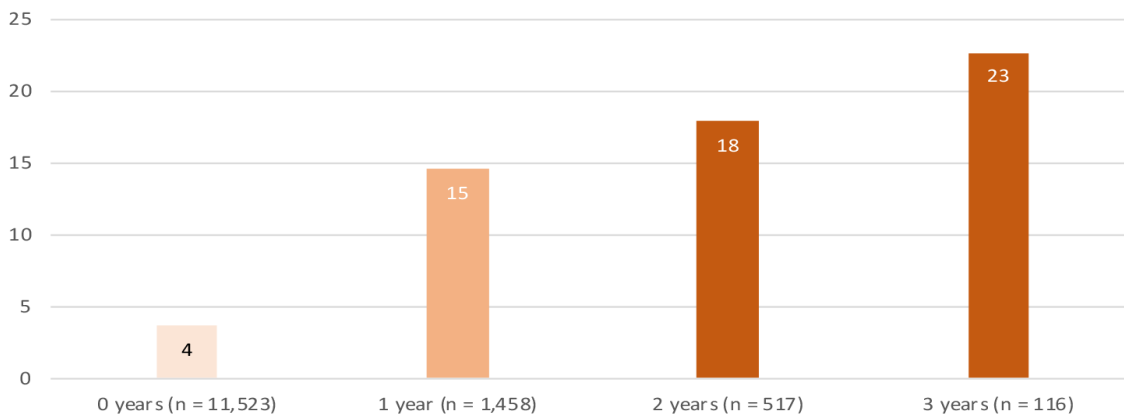
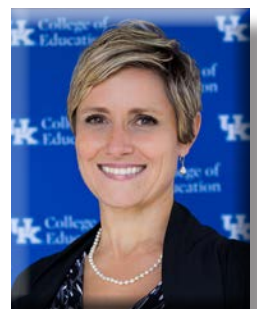


Figure 3. Average MAP growth for 5th grade students during the 2018-2019 school year based on years of RTA experience

- Impact of the +1 Initiative
 - +1 teachers throughout RTA schools are considered beneficial among educators.
 - These teachers have been working hard to build and maintain their school's literacy capacity by attending literacy team meetings.
 - They also assist the RTA interventionist with daily instruction and offer literacy workshops for other educators.
 - Additionally, +1 teachers attend summer professional development (PD) opportunities such as KRP and/or KRP4RTA to enhance their literacy skills and implementation.
- Fidelity of Implementation
 - Aside from previous years, this evaluation included a "deep dive" into program implementation demonstrated by RTA schools that were performing well. These schools were known as outliers for their performance and collaborative efforts.
 - The evaluators spoke with three principals, five RTA interventionists, and three +1 teachers from five different outlier schools to better understand what steps these schools are taking to perform well.
 - Interviews that were conducted with these schools revealed factors that may be responsible for their success such as student-centered literacy instruction and leadership investment in literacy capacity building.



Shannon Sampson



Josh Parsons

Reading Difficulties: The Big 5

Reading difficulties take many forms because they have many possible causes. For instance, many students have difficulty in learning to read because they have not always had access to developmentally appropriate reading instruction from effective teachers—which is why high-quality teacher professional development is so important, and the reason for CCLD’s professional development programs. Other students have difficulty because of poor language development. Others lack opportunities and motivations to practice their literacy skills, or else are distracted by environmental disruptions. Some students suffer from latent perceptual, cognitive, or neurological impediments such as dyslexia.

Because the reasons for reading difficulty are many, but are not mutually exclusive, identifying and addressing them is tricky. As a simple guide to reading abilities and challenges, consider these 5 foundations: Accuracy, Fluency, Language Development, Practice, and Motivation. These elements are the essentials of effective reading instruction.

Accuracy: the ability to sound out the text without error. A student with accuracy difficulty may mispronounce or misidentify words (e.g., read the less familiar word “cot” as “cat” or “out”). Without accurate letter and word identification, the reader will have difficulty making sense of print. Inadequate instruction, weak alphabet knowledge, or phonological processing impairments (i.e., deep dyslexia) can all cause problems with accuracy. But phonemic awareness and phonics exercises can help all students improve.

Fluency: the ability to read a text aloud accurately, with proper intonation, and at a typical-to-rapid speaking speed. A student with fluency difficulty may identify words accurately but do so slowly and laboriously. Cognitively, this means the child is stuck on sounding out individual letters and not developing recognition of common letter sequences as syllables or sight words, a more efficient way to read. Inadequate practice or surface dyslexia may be the cause. Practicing phonics skills for accuracy, speed, and an ear for meaning improves fluency.

Language Development: provides the ability to understand the meaning of a word, phrase, sentence, anecdote, passage, or written text. Language development is necessary for good reading and writing ability, as measured on end-of-year state tests. Language develops through language use, leading to greater language familiarity, symbolic reasoning ability, and relevant knowledge formation. Lack of ample opportunities for language use can delay language development causing grade-level comprehension difficulty. Conversely, ample opportunity to use language for communication, reasoning, and learning in school from the earliest years onward develops grade-level language and reading comprehension.

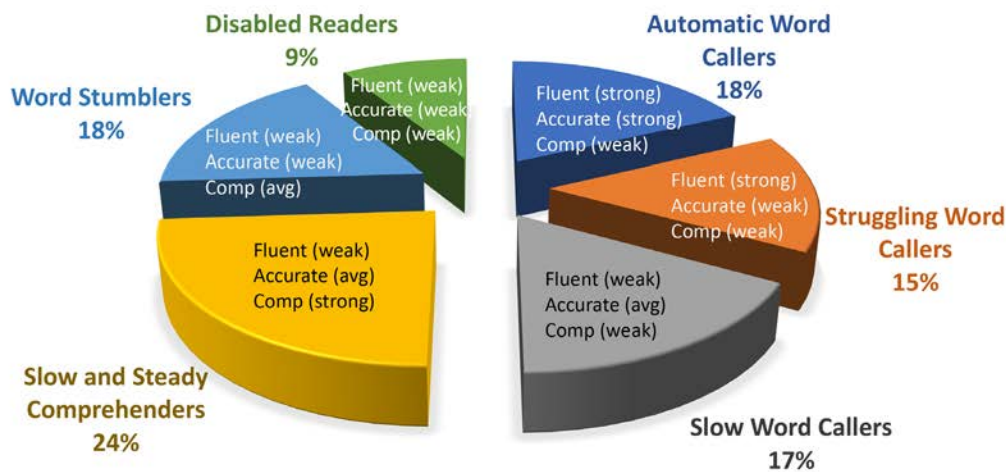
Practice: the magic ingredient that makes for improvement. Regular practice of literacy skills through meaningful use allows students to mature into fluent readers, writers, and learners. “Summer slide” (where some children’s reading ability deteriorates over the summer while they are out of school) is due to a lack of reading practice during those months. Practice can and should occur in the classroom, at home, and during school breaks. Providing opportunities to practice reading, writing, and productive language skills, particularly within a motivating and culturally relevant curriculum, is the most promising path to literacy ability development.

Motivation: another magic ingredient that fosters a child’s willingness to practice. Unfortunate educational experiences are often the reason for reader reluctance. Acknowledging students’ interests, identities, and cultural backgrounds (and thus their prior knowledge and practiced abilities) allows the teacher to build inclusively upon what a student brings to the classroom. This approach has been shown to make for eager learners and better readers, yet there are probably as many ways to encourage motivation as there are children.



Profiles of Struggling Readers

(Riddle Buly & Valencia, 2002; Valencia, 2011)



Sources:
 Riddle Buly, M., & Valencia, S. W. (2002). Below the bar: Profiles of students who fail state reading assessments. *Educational Evaluation and Policy Analysis*, 24(3), 219-239.
 Valencia, S. W. (2011). Reader profiles and reading disabilities. In A. McGill-Franzen & R. L. Allington (Eds.), *Handbook of reading disability research* (pp. 25-35). New York: Routledge.

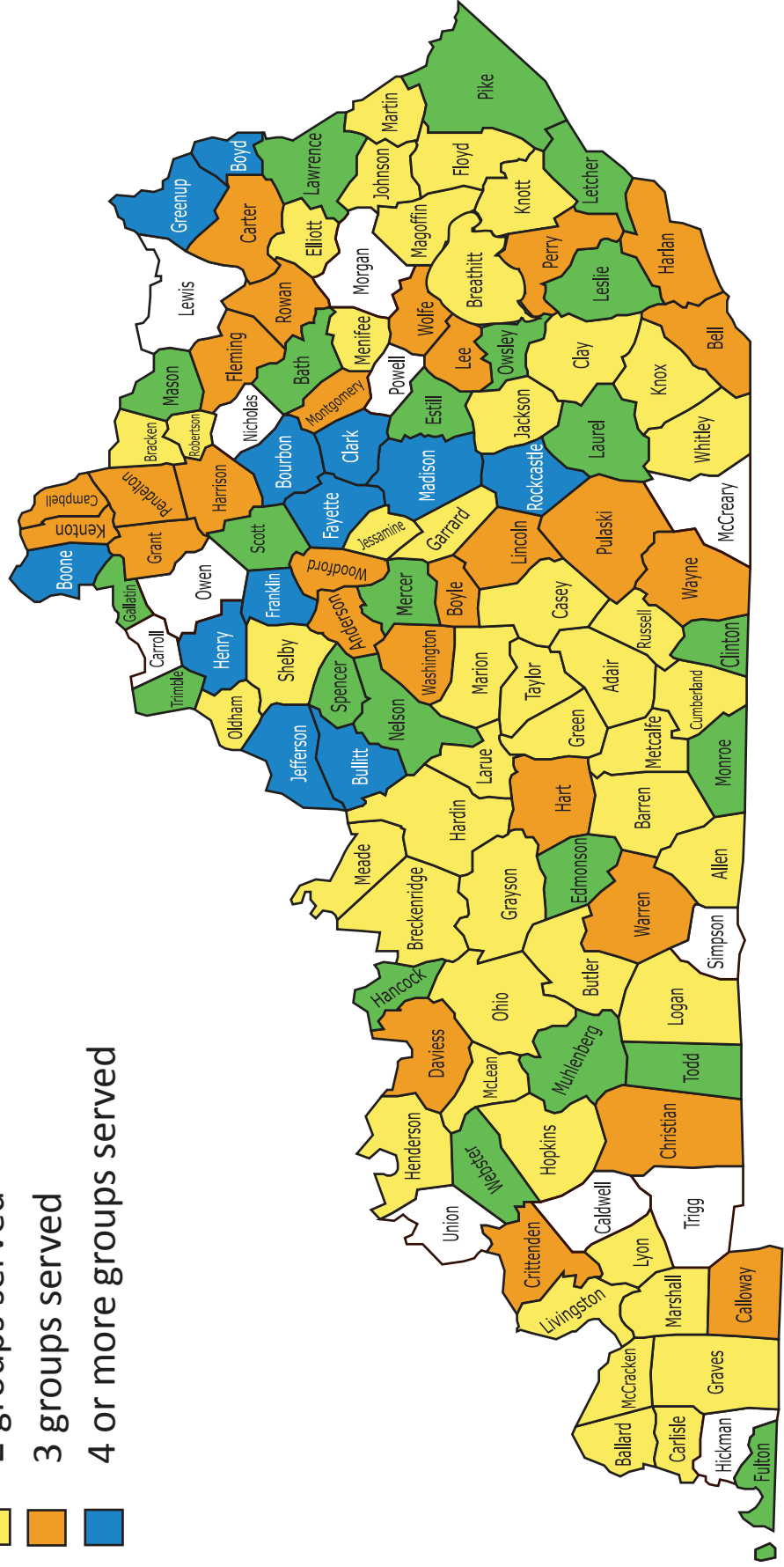
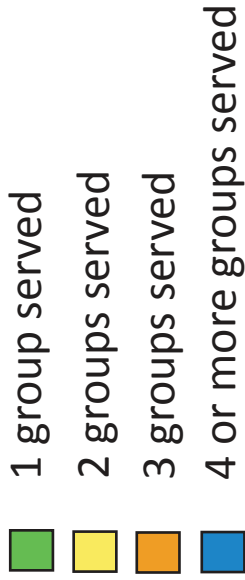
Although these categories provide only a simple overview of the common issues some readers face, the adjoining chart shows how three of these—accuracy, fluency, and comprehension—can mix-and-match. In this study, 2nd graders that had difficulty keeping up with their peers in reading faced one, two, or even all three of the categories assessed. And the severity of challenge of any of the six combinations also varied. Imagine providing individually suitable instruction to a 2nd-grade class with these six groups, plus average and above average readers, and you can begin to understand the logistical challenges facing our teachers. This is the challenge of differentiated instruction, and why one-size-fits-all programs never improve student reading outcomes.

There are two general schools of thought on how to approach differentiated instruction. The first argues for providing each student with the instruction their particular ability profile as an emerging reader requires. This approach relies on research that demonstrates what is possible under ideal conditions (such as those that typically obtain in a controlled scientific study). Ideally, pullout assistance is available from trained reading specialists to regularly assist all classroom teachers. The second approach is the “school cafeteria” approach, akin to providing a lunchroom menu for a well-rounded diet as informed by nutritional science. Students are instructed and encouraged in all the “food groups” they need to become good readers—language activities, decoding skills, comprehension strategies, writing practice, and presentation media—with ample practice under the motivating guidance of a well-prepared teacher. What this approach lacks in precision and individualization, it makes up for in feasibility given current levels of school funding, personnel, and resources. At present, doing both seems a reasonable compromise, a trade-off between what we would do if we could, and what we can do today.



CCLD Presence in 2020-2021 by Group Served

Groups: Early Childhood, Elementary, Middle & High, Adulthood, Community



Local, State, and National Engagement

For more than 20 years, the Collaborative Center for Literacy Development (CCLD) continues to be at the forefront of professional development and research in literacy education. CCLD also advances literacy in numerous other ways: through support for high-quality literacy research; through the use of new communication technologies to provide resources and information to practitioners, families, and the general public; through quality research published in highly competitive, peer-reviewed publications; and through efforts to raise public awareness about the general importance of literacy.

- *CCLD Provides Website and Video Series.* The CCLD website provides resources for educators, administrators, policy makers, and families. In 2019, a new section, the "Director's Cut" was added where the CCLD director, Dr. George Hruby, highlights important research articles relevant to the current world of literacy. A notable addition developed due to the COVID-19 pandemic was the Share Fair presentation section. The 2021 iteration of the annual CCLD Share Fair became a live virtual event and individual presentations are archived via a dedicated webpage to accommodate and showcase the work of CCLD's initiatives. The website continues to house the specialized sections of "In Their Own Words: Reflections and Interviews from Experts in Literacy" and Imagination Library video series.
- *CCLD Promotes a Voice for Literacy in the Business Community.* Over the past several years, CCLD has participated in the Kentucky Chamber of Commerce's Education and Workforce Committees and other chamber-related activities. The committee work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Enhances a National Book Dissemination Project.* The Dolly Parton Imagination Library Project has served children birth to age five for over 20 years. Over the past five years, CCLD has engaged in a unique endeavor that supplements the book dissemination premise with videos produced around the books that support emergent literacy and oral language development for early learners and their families. Since March 2016, the CCLD-related Imagination Library affiliates have been responsible for the dissemination of over 168,000 books to more than 17,000 children. CCLD's pilot project has garnered state, national, and international recognition. Through the collaborative and concerted work of CCLD and numerous other partners, the state General Assembly recognized the importance of the Imagination Library as a viable initiative for the earliest of learners and their family units though a budgeted line item to move toward a statewide initiative - a distinct goal of CCLD for several years. In the appropriations line, a designated amount has been assessed to initiate the statewide endeavor with a legislative commitment to support in future years.
- *CCLD Supports Educators.* CCLD's commitment to supporting educators through quality professional development initiatives has been a mainstay for more than 20 years.
 - CCLD supports the keynote speakers, authors, and sessions of the annual Kentucky Reading Association (KRA) conference. Due to the COVID-19 pandemic, the Fall 2020 KRA event was adapted to a virtual event to support educators and other constituents in the new formats of instruction and learning. The featured presenters and included Jennifer Serravallo, Tanny McGregor, and an array of state literacy practitioners (experts) to support the yearlong professional development instruction and networking opportunities for participants.
 - CCLD personnel worked diligently to seek and offer digital supports to educators via social media platforms to aid in the virtual instructional delivery of curriculum and interaction with students and their familial supports. It was a very different year of exploring, adapting, accommodating, and supporting educators and families with the new platforms for instruction and learning, to which CCLD was committed to assist.
 - In collaboration with the Kentucky Reading Association, CCLD supported the development of literacy content in the new Kentucky state Social Studies standards. Grade-level text lists were created to share with educators to support their implementation of the new discipline specific standards in their instructional practices.
 - CCLD adapted and implemented the hybrid iteration of the annual CCLD Share Fair event in April 2021. Author and professional development expert, Donalyn Miller, shared how to motivate readers and teachers. CCLD initiative participants shared their work through live virtual sessions and recorded presentations. The quality of information shared was not impacted by the alternative format.



Keith Lyons

Increasing outreach efforts maintain CCLD's role as a literacy leader. Continued endeavors in providing quality professional development and research expand the opportunities to serve in more relevant, diverse ways leading to a stronger future for Kentucky's citizens and economy.

FAMILY & COMMUNITY ENGAGEMENT

Development

Vocabulary



Phonics

Language

Fluency

Reading

WRITING



Content Area Literacy

PHONEMIC AWARENESS

Research



Dyslexia



Policy

Science of Reading



Special Education

Comprehension

Collaborative Center for Literacy Development (CCLD) 2020-2021 Budget

CCLD Literacy & Instruction Budget

Administrative Costs	\$20,350
Adolescent Literacy Project	310,000
CCLD Research	105,000
Clearinghouse & Communications	160,000
Dyslexia Initiative	25,000
Early Childhood Initiative	50,000
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	485,000
National Center for Families Learning	15,000
Personnel Support	300,400
Physical Operations	95,250

Total CCLD Literacy & Instruction Budget **\$1,566,000**

Total CCLD Reading Recovery **\$1,385,190**

CCLD Grant Initiatives

Imagination Library Professional Development Grants	30,750
Kentucky Reading Project for Read to Achieve (KRP4RTA)	281,392
Kentucky Striving Readers Grants Striving Readers Comprehensive Literacy (SRCL) & Kentucky Comprehensive Literacy (KyCL)	333,628

Total CCLD Grant Initiative Funding **\$645,770**

TOTAL CCLD 2020 – 2021 Funding **\$3,596,960**

(Does not include encumbrances or late funding)



Paul Brown

Serving Kentucky educators in literacy
since 1998

COLLABORATIVE CENTER FOR

LITERACY
DEVELOPMENT



CCLD is housed and operated by the University of Kentucky College of Education.



www.kentuckyliteracy.org