

COLLABORATIVE CENTER FOR

LITERACY

2007
ANNUAL
REPORT

DEVELOPMENT

COLLABORATIVE CENTER FOR
LITERACY DEVELOPMENT:
EARLY CHILDHOOD
THROUGH ADULTHOOD

A COLLABORATION AMONG:

EASTERN KENTUCKY UNIVERSITY
KENTUCKY STATE UNIVERSITY
MOREHEAD STATE UNIVERSITY
MURRAY STATE UNIVERSITY
NORTHERN KENTUCKY UNIVERSITY
UNIVERSITY OF KENTUCKY
UNIVERSITY OF LOUISVILLE
WESTERN KENTUCKY UNIVERSITY
AND THE
NATIONAL CENTER FOR
FAMILY LITERACY

COLLABORATIVE CENTER FOR
LITERACY
DEVELOPMENT

On behalf of the partners and staff of the Collaborative Center for Literacy Development (CCLD), I am pleased to present our 2007 annual report.

Since its creation by the Kentucky General Assembly in 1998, CCLD has worked with its partners at Kentucky's eight public universities and the National Center for Family Literacy to enhance teacher quality through literacy professional development and research. CCLD serves as a leader in improving literacy instruction, early childhood through adulthood. It is this focus on high-quality instruction that ultimately leads to increases in achievement for all learners.

Over this past year, CCLD has focused on meeting educators' needs through its most well-established programs and new initiatives geared toward expanded services to educators and learners. The Kentucky Reading Project, Reading Recovery, Adolescent Literacy Coaching Project, and the Kentucky Adult Educators Literacy Institute instructed over 722 educators in effective practices designed to meet students' diverse needs and to improve literacy learning. Evaluations of Kentucky's Striving Readers, Reading First, Read to Achieve, and Early Childhood Teacher Academies programs informed the field about how to improve literacy instruction for at-risk students, and the Kentucky Literacy Research Symposium brought prominent literacy researchers to address the state's most pressing literacy issues.

CCLD continued its emphasis on growth this year, engaging in several new projects. READ KY is a technology-based reading program focused on improving the literacy levels of Kentucky adults. CCLD also is partnering with GEAR UP Kentucky to develop a professional development initiative focused on college readiness for adolescents. Other new initiatives include evaluations of commercial core, supplemental, and intervention reading programs, and a study of a volunteer reading/tutoring program.

Over the last nine years, CCLD's work has embodied a number of values – excellence, integrity, collaboration, empowerment, diversity, and service. These ideals have guided our work and have led us closer to our vision. You will notice these values throughout this document and in all of CCLD's future endeavors.

This year's annual report provides a snapshot of our activities over the past year, emphasizing outcomes and introducing points for advancing those outcomes. I invite you to use it to learn more about the center's work, and I welcome your feedback about how we can better serve educators in Kentucky and beyond. Please visit our redesigned website at www.kentuckyliteracy.org for more information about our work.

Respectfully,

Susan Cantrell

Susan C. Cantrell, Executive Director
Collaborative Center for Literacy Development



Susan C. Cantrell
Executive Director

MISSION

The mission of the Collaborative Center for Literacy Development is to promote literacy and address the diverse needs of all learners through research and professional development.

CORE VALUES

| | |
|-----------------------|--|
| Excellence: | We value quality programs, rigorous research, and data-driven decision making. |
| Integrity: | We believe in honesty, openness, and accountability to ourselves and to our constituents. |
| Collaboration: | We are committed to shared knowledge, expertise, and effort with diverse partnerships dedicated to common goals. |
| Empowerment: | We believe in the power of literacy and life-long learning to remove barriers and to transform people's lives. |
| Diversity: | We value diversity of thought, culture, and experience and are committed to serving the literacy needs of a diverse society. |
| Service: | We are committed to listening to educators and to responding to their needs related to literacy instruction and practice. |

VISION

As a dynamic leader in literacy development, we envision a future in which CCLD:

- Is a nationally renowned center dedicated to the promotion of literacy in Kentucky and beyond
- Provides a national model for professional development, research, and statewide collaboration
- Increases the literacy levels of learners in the state while fostering a culture that values literacy
- Empowers educators to develop literacy expertise so that all learners achieve their full potential

CCLD Advisory Committee Members

The Advisory Committee shares insight and provides guidance to further the work of CCLD.

| NAME | CONSTITUENT GROUP (Institution) |
|------------------------|--|
| Bonnie Banker | Association of Kentucky Independent Colleges and Universities (Asbury College) |
| Jim Berger | Western Kentucky University |
| Rina Gratz | Kentucky Department of Education |
| Jennifer Grisham-Brown | University of Kentucky |
| Sarah Hawker | Kentucky Adult Education |
| Jack Hayes | Fayette County Public Schools |
| Richard Heine | Community - Charities/Foundations |
| Bonnie Higginson | Murray State University |
| Jevonda Keith | Council on Postsecondary Education |
| Senator Dan Kelly | Kentucky State Senate |
| Brack Marquette | Communities/Business (Columbia Gas) |
| Gloria McCall | Kentucky Community and Technical College System |
| Polly Page | Community - Family Workplace (Partnership for Successful Schools) |
| Mary Anne Pollock | Morehead State University |
| Diana Porter | Eastern Kentucky University |
| Rebecca Powell | Association of Kentucky Independent Colleges and Universities (Georgetown College) |
| Kathy Quinn | Kentucky Education Television (KET/KYVU) |
| Cindy Read | National Center for Family Literacy |
| Elizabeth Rightmyer | University of Louisville |
| Lynne Smith | Northern Kentucky University |
| Jonell Tobin | Adult Educators (Morehead State University at West Liberty) |
| Kim Townley | Early Childhood (Kentucky Department of Education) |
| Barbara Walker | National Literacy Researcher (Oklahoma State University) |
| Lucian Yates | Kentucky State University |
| Deneen Zimmerman | Elementary Teachers/Principals/Superintendents (River Ridge Elementary School) |



Felicia Cumings Smith
Associate Director



Keith Lyons

Collaborative Center for Literacy Development (CCLD) 2006-2007

| | |
|--|--------------------|
| CCLD GENERAL BUDGET | \$1,800,000 |
| Kentucky Reading Project Funding Support for 9 University Sites | \$532,860 |
| New Adult Literacy Initiative – READ KY | \$300,000 |
| Early Childhood Professional Development Support | \$126,000 |
| Evaluation Research | \$154,765 |
| National Center for Family Literacy (NCFL) | \$36,600 |
| Clearinghouse & Communications | \$65,500 |
| Administrative Support | \$88,712 |
| Personnel | \$495,563 |

CCLD INITIATIVES

| | |
|--|--------------------|
| Reading Recovery® University Training Center | \$1,800,000 |
| One to One Program Evaluation | \$60,000 |
| Education Policy Institute Program Review | \$45,000 |
| Kentucky Adult Educators Literacy Institute | \$189,898 |
| National Center for Family Literacy Research Grant | \$290,448 |
| Striving Readers Evaluation Grant | \$857,141 |
| Reading First Evaluation Grant | \$320,393 |
| Adolescent Literacy Coaching Project | \$2,200,000 |
| Total CCLD Initiative Funding | \$5,762,880 |
| TOTAL CCLD 2006-2007 FUNDING | \$7,562,880 |



Paul Brown

1 age group served
2 age groups served
3 age groups served
4 age groups served



- Kentucky Adult Educators Literacy Institute (KAELI)
- Orientation to Reading and Writing Workshops
- Reading Assessment Workshops
- Writing Workshops

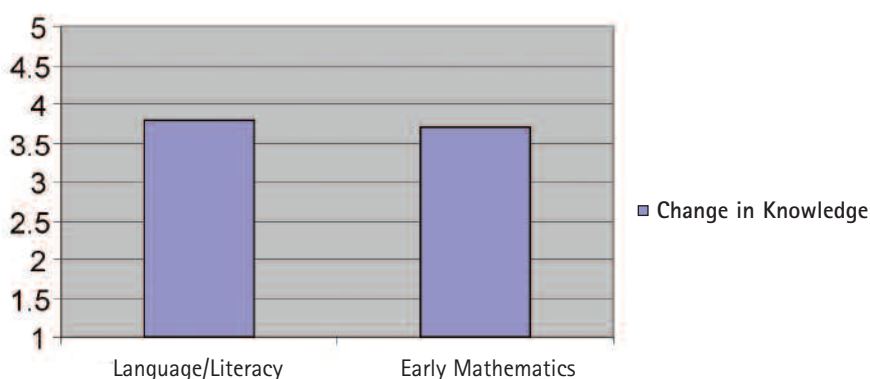
Early Childhood Teacher Academies Evaluation Summary

In July 2006, the Kentucky Department of Education (KDE) sponsored five week-long Early Childhood Teacher Academies (ECTA) across the state. The purpose of the ECTAs was to improve language, literacy, and early mathematics classroom practices for children receiving Kentucky state preschool (e.g., public, special education) and Head Start services. CCLD funded an evaluation of this project that targeted (1) participant level of learning at the ECTAs; (2) participant maintenance and application of learning of ECTA content knowledge over time; and (3) the effect of ECTAs on classroom instruction. Dr. Kristen Missall, of the University of Kentucky College of Education, directed this evaluation on behalf of CCLD.

One hundred six participants completed a survey of their ECTA learning and experiences. Responses indicated that, on average, ECTA participants gained a great deal of new knowledge (Figure 1).

Figure 1. Teacher Rating of ECTA Learning

(1 = no change in knowledge, 5 = significant change in knowledge)



Comments from participants were also extremely positive:

- *"The 2006 Teacher Academy enabled me to learn new concepts and approaches to learning and teaching reading and math skills in the preschool setting. The speakers were very knowledgeable in their content area and the staff worked hard to meet every need we had while attending this conference!"*
- *"This was a GREAT training! I received very useful resources to use in my classroom."*
- *"It was a wonderful experience! I look forward to implementing all the new ideas!!"*
- *"I have learned a lot about how to further incorporate literacy and numeracy in my instructional planning. As a second-year teacher, I will be better able to teach these concepts."*
- *"I really enjoyed the week! Wish I could have had this as an undergrad!"*
- *"The summer academy has been great! Lots of good information to build on what I have been doing in the classroom."*

Before participants attended the ECTAs, and then again in the spring and fall of the 2006-2007 academic year, classroom observations of language, literacy, and early mathematics practices were conducted for a sample of about 30 ECTA teachers across the state. Classroom observations of language and literacy (Figure 1), and early mathematics (Figure 2) demonstrated increases in quality of instruction and related activities.

Figure 2. Observations of Language and Literacy in the Classroom

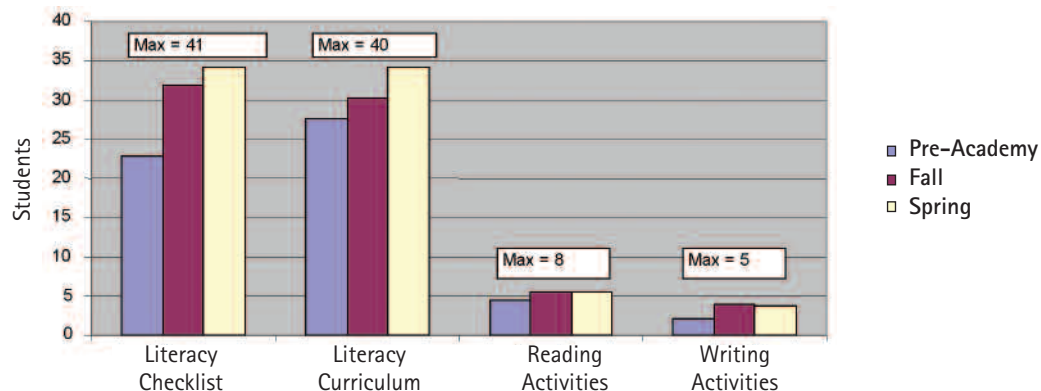
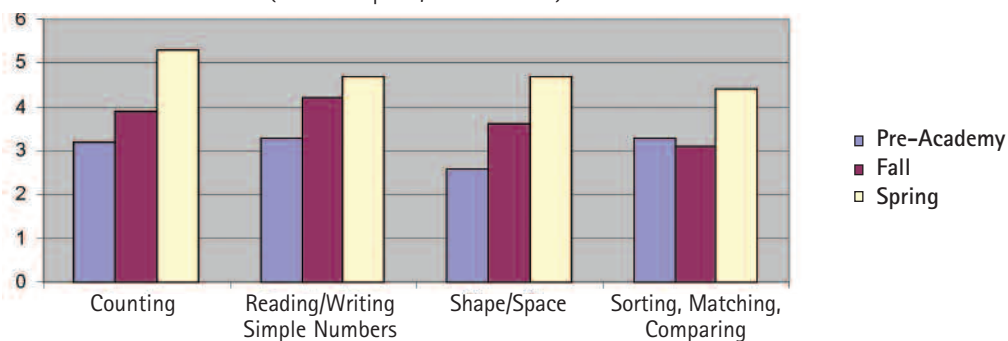


Figure 3. Observations of Early Mathematics in the Classroom

(1 = inadequate, 7 = excellent)



Early Childhood Teacher Academies (Undergraduate)

Expanding on the graduate ECTA model, the Collaborative Center for Literacy Development (CCLD) will target a new audience to assist educators of even the youngest readers. In the spring of 2008, CCLD will sponsor a professional development initiative that will be known as the Early Childhood Teacher Academies (birth-five) at the undergraduate level for early childhood teachers and child care providers of infants, toddlers, and preschool children. This professional development is a collaborative effort with the Kentucky Department of Education and the Child Care Council.

The purpose of the academies will be to improve the knowledge and skills of early childhood teachers in early literacy practices, which should improve instruction and thus child outcomes. Instructors will be university faculty. Participants will receive three hours of credit, tuition, books and materials, and a small stipend. A comprehensive evaluation of the academies is planned and will be conducted by the University of Kentucky.

Mission

The mission of the Reading Recovery® University Training Center is to maintain the quality and integrity of Reading Recovery as it continues to grow and build an early intervention foundation for the children of Kentucky.



Judy Embry



Lindy Harmon



Marlene Wireman



Reading Recovery®

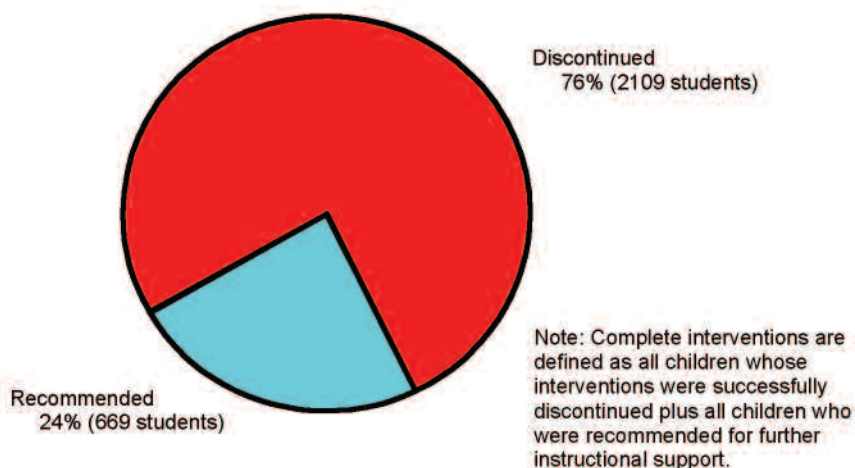
Reading Recovery is an intense, short-term early intervention designed to support classroom instruction for struggling young literacy learners in the first grade. This intervention provides a 12-20 week series of one on one lessons for those young students having difficulty learning to read and write. Students receive daily 30-minute lessons, taught by a specially trained teacher as a supplement to comprehensive classroom literacy instruction. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. Students are discontinued when they have completed a series of successful literacy lessons that help maintain average classroom literacy performance without tutorial assistance.

During the 2006-2007 school year, intervention services were provided by 413 Reading Recovery teachers and 20 Reading Recovery Teacher Leaders to 3,506 first-grade children in 278 schools within 84 school districts. This year, the University Training Center (UTC) created the first statewide Reading Recovery Conference for teachers and Teacher Leaders to explore the new guidebooks of Dr. Marie Clay, *Literacy Lessons Designed for Individuals, Part One and Two*. Over 300 teachers came from all over the Commonwealth to study and reflect on Dr. Clay's guidebooks for Reading Recovery. During the conference, the Kelly Literacy Leadership Award was named in honor of and presented to Senator Dan Kelly for his support of reading initiatives.

In addition to professional development for the 20 Reading Recovery Teacher Leaders, the University Training Center took part in three statewide conferences: Kentucky Reading Association, Title I Conference, and the Kentucky Teaching & Learning Conference. Two national conferences were the National Reading Recovery Conference in Columbus, Ohio and The Teacher Leader Institute/Leadership Academy in Washington, DC.

The chart (Figure 1) below provides data on the percentage of students in Reading Recovery who were successfully discontinued and the percentage of students who were recommended for further instructional support.

Figure 1. Intervention Status of Reading Recovery Children with Complete Interventions: University of Kentucky, 2006-2007



Highlights

- Advocated for struggling young readers through meetings with Senator Mitch McConnell, Congressmen Ben Chandler, Ron Lewis, Ed Whitfield, and John Yarmuth on Capitol Hill in Washington, DC
- Advocated for Reading Recovery through meetings and behind the mirror lessons with Senator Dan Kelly, Senator Jack Westwood, Representative Larry Belcher, Representative Tim Firkins, and various other senators and representatives during the legislative session in Frankfort

Advancing Outcomes

- Continue to build and strengthen Reading Recovery throughout the Commonwealth of Kentucky to serve more children
- Expand funding and implementation of the University Training Center at the University of Kentucky
- Expand the statewide Reading Recovery research agenda
- Strengthen the network of site coordinators and principals



Washington DC Leadership Academy with Senator Mitch McConnell (center right), Dr. Judy Embry (center left), and Reading Recovery Teacher Leaders and teachers throughout the Commonwealth of Kentucky



Spring school visit of Kenwood Elementary in Louisville, Kentucky; (left to right) Sheila Poore (RR Teacher Leader), Carolyn VonSick (RR Teacher), US Congressman John Yarmuth, Dr. Judy Embry (Director of RR), Kentucky Representative Tim Firkins, and Antonia Lindell (Representative Yarmuth's assistant)

Administrators:

"Reading Recovery has had a great impact on the students in our school. We have seen a steady increase in reading scores. It is a valuable program that supplements the core classroom instruction. We wish we had more teachers trained in Reading Recovery"
– Principal, Franklin County Schools

Parents:

"This has been a very good program for my child and me. My child no longer hates to read, because she now understands what she is reading. I will never be able to thank Reading Recovery enough for bringing my child closer to reading."
– Parent, Hazard Schools

Teachers:

"Reading Recovery is a great program. I can really tell a difference in the children who have Reading Recovery and those who do not. The strategies are so powerful. I wish there was a way that all children could learn these strategies"
– Teacher, Knox County Schools



Mission

The mission of the Kentucky Reading Project is to increase student achievement and family involvement in literacy by empowering K-5 teachers to design and implement comprehensive, research-based instruction driven by the on-going assessment of diverse learners' needs.



Cary Pappas



April Staton

The Kentucky Reading Project (KRP) is the professional development initiative for elementary teachers (K-5) provided by the Collaborative Center for Literacy Development (CCLD). KRP offers a graduate course in research-based reading instruction that is based on a comprehensive literacy approach. Participants focus on key components of the curriculum that include:

- Theory and research
- Equity and diversity
- Supporting struggling readers
- Phonemic awareness, phonics, word recognition, and fluency
- Comprehension strategies
- Reading and writing connections
- Reading and writing across the curriculum
- Assessment to guide instruction
- Design and management of instruction
- Family involvement
- State content standards

During this year long, rigorous course of study, teachers create and implement a Literacy Action Plan (LAP). Using student achievement data, the LAP determines the priority needs of their students with a corresponding course of action to meet them during the school year. The LAP also serves as the focus of discussion during on-site coaching visits made by the KRP directors, who are university literacy faculty, and State Reading First Coaches, who work with them to deliver the KRP curriculum.

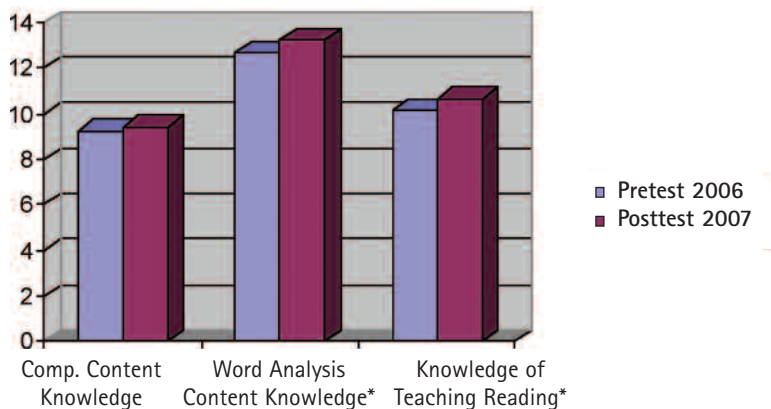
At nine university sites across the state, including one at the Morehead State University campus in Prestonsburg, 247 teachers participated in KRP, representing 107 schools and 66 districts. They learned about strategies and resources that support best practices in literacy instruction through intensive study and hands-on materials. The participants also received training from The National Center for Family Literacy in family involvement in literacy.

Dr. Janice Almasi, Endowed Professor of Literacy at the University of Kentucky, conducted an evaluation of KRP that sought to determine its impact on teacher growth and development, as well as on student achievement in reading. The research design included a pre- and post-survey, given to the teachers at the beginning and end of KRP. Students were assessed using highly regarded reading assessments, once in the fall and again in the spring. Teachers used these assessments to identify progress in students' reading achievement and areas needing more targeted instruction.

Findings from Teacher Data

Findings from the teacher data revealed that the 212 teachers who completed both the pretest and posttest of the "Content Knowledge for Teaching Reading Measure" showed significant gains(*) in their knowledge of word analysis content and their knowledge of how to teach reading from pretest (Summer 2006) to the time of the posttest (March 2007). Although mean scores on the knowledge of comprehension content knowledge also increased from pretest to posttest, it did not reflect a statistically significant difference.

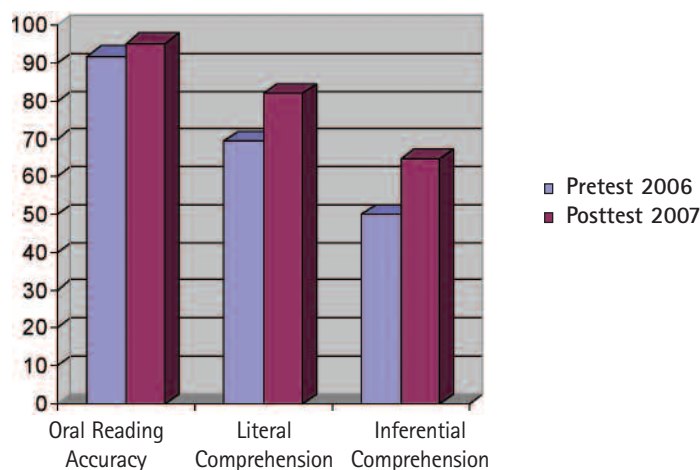
Figure 1. KRP Teacher Growth on the Content Knowledge for Teaching Reading Measure



Findings from Student Data

Each teacher in the 8th Cadre (2006-2007) received the Qualitative Reading Inventory-4 (QRI-4). Teachers were required to use the QRI-4 to assess ten students who were randomly selected from their classrooms. Assessments occurred twice during the school year (once in the fall of 2006 and once in the spring of 2007). Teachers used this information to determine progress in students' reading achievement and identify areas of improvement and those students needing more instruction. Overall teachers' assessments found that students showed significant gains from pretest to posttest in terms of reading level, oral reading accuracy, literal comprehension, and inferential comprehension.

Figure 2. Gains in Students' Oral Reading Accuracy and Comprehension



Highlights

- 5,681 students served (based on estimated class size of 23)
- Stipends, tuition, graduate credit, and professional books and resources worth at least \$200 provided to participating teachers
- Share Fair, the culminating event of KRP, provided opportunity for teachers across state to present LAPs in poster and roundtable sessions
- Internationally renowned literacy expert, Dr. Richard Allington, provided professional development regarding struggling readers to KRP directors and literacy leaders and was keynote speaker at Share Fair
- Workshop for teachers on struggling readers conducted by Dr. Allington was co-sponsored by the Kentucky Reading Project, Kentucky Writing Project (KWP), and the Kentucky Reading Association (KRA)
- Meeting of KRP and KWP leadership to identify opportunities for collaboration in state, resulting in a KRP and KWP Advanced Institute for teacher leaders

Advancing Outcomes

- Recruiting Region 8: In September 2007, CCLD will host a recruiting session for KRP in the southeastern part of the state. A Kentucky author will present a workshop for teachers, and KRP alumni and directors will answer questions about KRP.
- Alumni: Results of a KRP alumni survey have been tabulated, and a committee has been formed to plan events for teachers who have participated in KRP since its inception in 1999.

"After participating in KRP, I found that my literacy instruction became more well-rounded and developed. Each and every day, I was consciously aware of the seven components of reading, and deliberately had a focus on each...The Kentucky Reading Project has opened my eyes to the many ways students learn how to read and has equipped me with the desire to constantly learn more."
– Teacher, Fayette County

"The KRP experience reaffirms you professionally, provides you with research-based best practices that are immediately applicable in the classroom, and helps you build a network of colleagues for a lifetime."
– Teacher, Paintsville Independent

"The most significant increase was the number of letters/sounds/word-sound beginnings in 38 out of 40 children. In my 5 years [of teaching] I have never had such an increase. Two of my students were beginning to read! The second significant impact was the increase in parent involvement."
– Teacher, Boone County

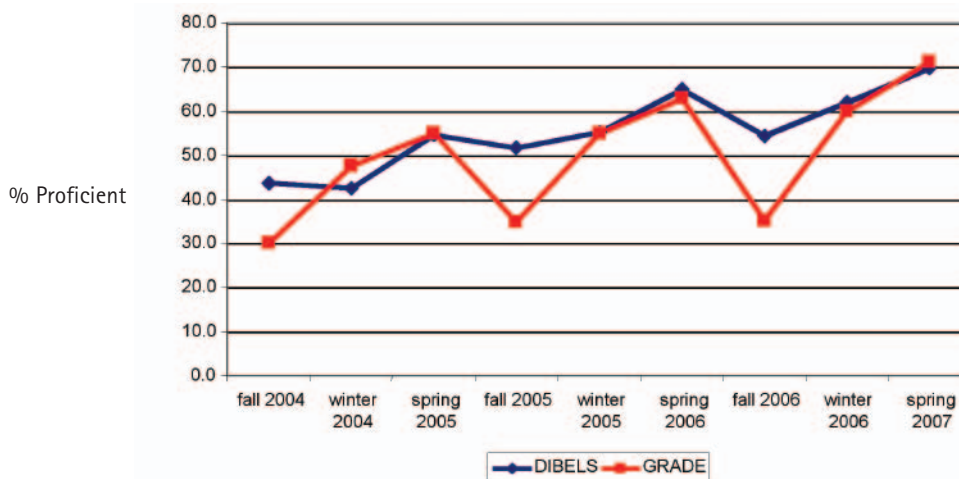
Kentucky's Reading First Evaluation Summary

The purpose of the federally funded Reading First initiative is to improve reading instruction and achievement for K-3 students through core, supplemental, and intervention reading programs. The Collaborative Center for Literacy Development (CCLD) is conducting the statewide evaluation of 72 participating schools by examining the effectiveness of Kentucky's Reading First initiative in terms of program implementation, reading achievement gains of students, and the impact of Kentucky's Reading First on reducing the number of students reading below grade level.

The Reading First Evaluation Team collected and analyzed both qualitative and quantitative data in case study schools, non-case study schools, Year I longitudinal schools, and special education case study schools. The study involved analysis of classroom observations, interviews, surveys, questionnaires, Group Reading Assessment and Diagnostic Evaluation (GRADE), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. Overall, the study's outcomes indicate several reading successes and transformations in instructional delivery and data-driven planning, student assessment, communication and collaboration among stakeholders, leadership, and learning environments.

The following line graph (Figure 1) represents Reading First GRADE and DIBELS percentage proficient scores from fall 2004 to spring 2007. These scores indicate a growth in GRADE scores from 30.1% to 71.7% and a growth in DIBELS scores from 43.8% to 69.7%. Overall, these results show students are making reading gains and assessment scores are improving from Year I to Year III of Reading First implementation.

Figure 1. DIBELS and GRADE



Based on the GRADE and DIBELS assessment data, the achievement gap between Caucasian students and students from diverse racial backgrounds closed between spring 2005 and summer 2006.

DIBELS assessment data of student proficiency level showed:

- Caucasian students improved 16.5%
- African-American students improved 24.6%
- Hispanic students improved 33.3%
- Overall multiracial students improved 26.7%

This indicates a reduction in the achievement gap of 8.1% for African-Americans, 16.8% for Hispanics, and 10.2% for multiracial students.

GRADE assessment data of student proficiency level showed:

- Caucasian students improved 14.7%
- African-American students improved 28.8%
- Hispanic students improved 26.1%
- Overall multiracial students improved 26.6%

This reflects a reduction in the achievement gap of 14.1% for African-Americans, 11.4% for Hispanics, and 11.9% for multiracial students.

Overall, the data in the Kentucky Reading First initiative show a narrowing of the achievement gap.



Paige Carney

The following graphs (Figures 2 and 3) illustrate the percentage improvement scores for DIBELS and GRADE. The data suggests significant improvement in students' reading achievement from fall 2004 to spring 2007 in RF schools.

Figure 2. GRADE Percentage Improvement

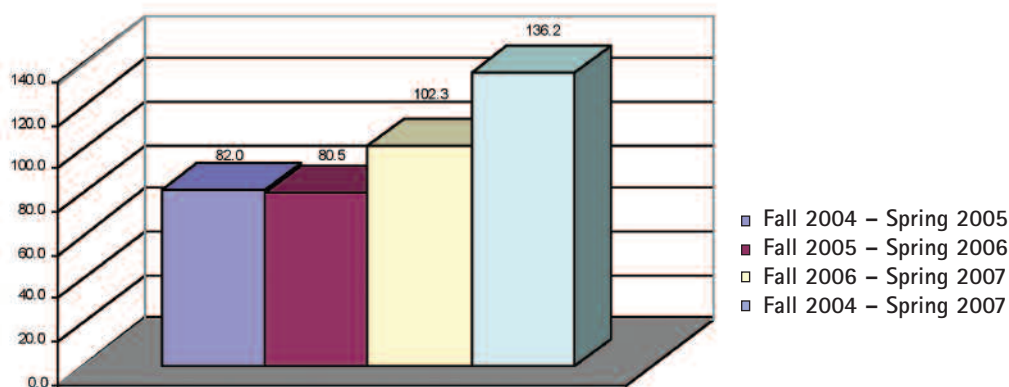
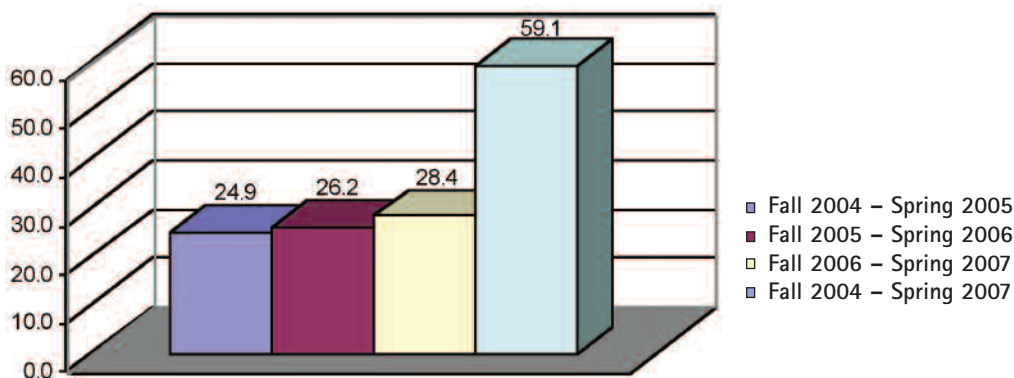


Figure 3. DIBELS Percentage Improvement



Reading First schools show encouraging trends in Kentucky schools:

- More intentional focus on teaching students how to be strategic readers
- Growth in providing students with reading opportunities and skill practice within a variety of grouping structures (i.e. literacy centers, small groups)
- Majority (65%) of parents strongly agree RF has made a difference in their child's reading ability; 77% strongly agree that collaboration is helping to make their children successful readers
- In-depth analysis of assessment data
- Focus on targeting students' reading needs during core, supplemental, & intervention instruction
- Literacy centers and special education students integrated into the core instruction



Lauren Jones



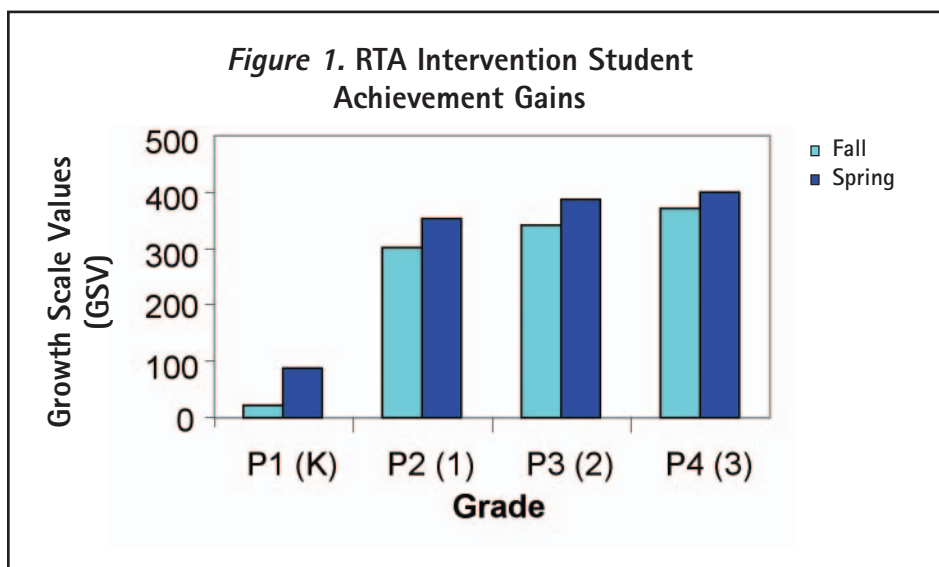
Pam Seales

Read to Achieve Evaluation Summary

The Collaborative Center for Literacy Development (CCLD) collaborated with researchers at six Kentucky colleges and universities to conduct a statewide study of 311 schools that participated in the state's Read to Achieve (RTA) program. The Kentucky General Assembly established the Read to Achieve Act in 2005 to focus on intensive, early reading intervention for struggling readers. Senate Bill 19 (2005) charged CCLD with creating a comprehensive research agenda to consider the impact of various reading and intervention programs on student achievement in reading. In 2006–2007, CCLD analyzed the first year's data and found:

- Students who received RTA services made strong gains from fall to spring on the Group Reading Assessment and Diagnostic Evaluation (GRADE). Gains decreased for each grade level, meaning that younger students made greater gains than older students (Figure 1).
- Fifty-five percent of students who received RTA services scored at or above average on the spring GRADE. That is, they were no longer considered struggling readers after having received RTA services.
- Students in three of the most widely-used reading programs made the greatest gains on the GRADE. Those programs were: Reading Recovery/Literacy Groups, SRA Reading Mastery, and Early Success/Soar to Success.
- RTA students from diverse backgrounds and from low-income families made greater gains than similar students who did not participate in RTA. However, those gains were not as great as the gains made by Caucasian students and students from higher-income families who participated in RTA.

Figure 1. RTA Intervention Student Achievement Gains



Yvonne Greenwalt

Based on these findings, CCLD recommended that all schools have intervention programs as a safety net for struggling readers and that every child who needs intervention has the opportunity to receive these services. As well, CCLD recommended further investigation of achievement gap issues related to instruction for struggling readers.

Future directions for RTA research include (a) an examination of effective intervention and classroom practices for struggling readers from diverse backgrounds, and (b) an analysis of the instructional features most associated with students' improved reading performance.

One to One Coaching Program Evaluation Summary

The Collaborative Center for Literacy Development (CCLD) is conducting a study of the effectiveness of a reading intervention program, One to One: Practicing Reading with Children, in which local business people use a specially-developed curriculum to work with readers who are struggling to make grade level progress. Developed and initiated by the Partnership for Successful Schools, this program pairs volunteer tutors with struggling readers who meet weekly for tutoring sessions focused on reading. Tutors are trained during a day-long session and are provided an easy-to-use toolkit that contains materials with increasingly sophisticated coaching suggestions to keep the sessions engaging and purposeful for the children. Dr. Elizabeth Rightmyer, of the University of Louisville, has led the work on this evaluation.

The study enrolled 28 primary grade children, 20 of whom were coached by the *One to One* Program and eight students who qualified but did not receive coaching. All students were pretested in early 2007 on two measures: (a) an informal reading inventory, and (b) a reading motivation survey. The measures were also administered to the students in late May 2007 as a posttest. Data analysis is under way.

A review of the *One to One* program found the content commendable, both with its emphasis on reading as a primary cognitive skill that requires deep thinking on the part of the reader, and with its clear direction to coaches to be encouraging, well-prepared, and responsive to the child's attempts to read. The review also described the program as exemplary for its consonance with national recommendations that students should be involved in a balanced literacy program, which includes instruction in the alphabetic principle, comprehension of multiple types of reading materials, vocabulary development, and reading fluency.

Educational Policy Institute Reading Program Review Project

The Collaborative Center for Literacy Development (CCLD) entered into a partnership with the Educational Policy Institute to review over 60 early reading programs for the North Carolina Department of Education Reading First program. CCLD will use the reviews from this project, among other reviews and resources, to populate its newly designed clearinghouse function located on the CCLD website. This clearinghouse should be viewed as a resource for educators as districts and schools plan for student success in literacy.

Dr. Mary Shake, associate professor in literacy at the University of Kentucky, directed the project working closely with CCLD staff and several Kentucky teachers. All were trained to use the *Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis* (Simmons & Kame'enui, 2006) to evaluate these programs. The evaluation work spanned a six-month period.

Mission

The mission of the Adolescent Literacy Coaching Project is to develop a statewide cadre (network) of literacy coaches to support teachers in grades 4–12 by enhancing content area literacy instruction and practice to promote student literacy proficiency.



Adolescent Literacy Coaching Project

In 2005, the Kentucky General Assembly passed House Bill 93 which provided support for literacy coaches. This legislation resulted in the creation of the Adolescent Literacy Coaching Project (ALCP), a professional development initiative offered by CCLD in collaboration with the Kentucky Department of Education (KDE). ALCP is a two-year initiative focused on training literacy coaches to work with teachers of grades 4–12 with the goal of improving teacher practice in literacy. The first cadre of ALCP served 23 coaches from 14 districts at 4 universities.

The ALCP professional development model is job embedded and based on the *2006 IRA Standards for Middle and High School Literacy Coaches*. Over the two year project, the Literacy Coach training focuses on the following curriculum:

- Literacy coaching and mentoring
- Strategic planning
- Effective literacy instruction
- Content area literacy strategies
- Action research project

Literacy coaches in the project participate in an eight-day summer academy each year at universities taught by faculty. During the year, the coaches are supported both in an online community and in face-to-face experiences. In addition, coaches are supported through two follow-up sessions, site visits, ongoing support, and communication. They attend additional training each year sponsored by KDE. Coaches earn up to 12 graduate credit hours at the completion of two years in the project.



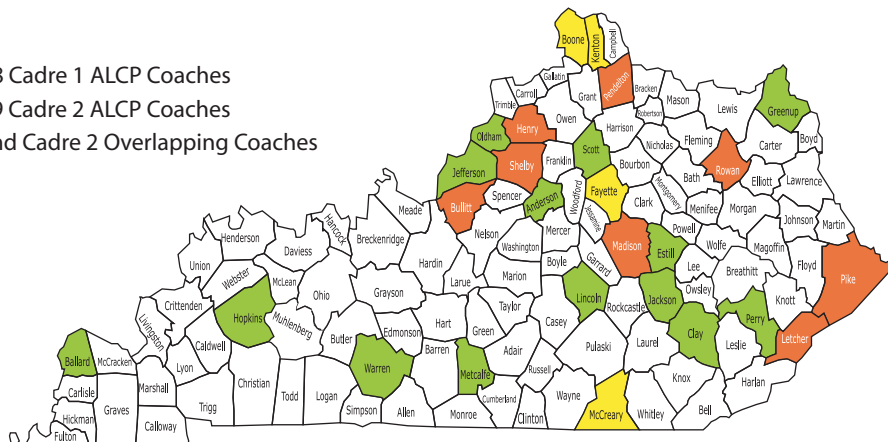
Kelly Seale Irace



Martha Hill

Adolescent Literacy Coaching Project (ALCP) presence

- 2006–2008 Cadre 1 ALCP Coaches
- 2007–2009 Cadre 2 ALCP Coaches
- Cadre 1 and Cadre 2 Overlapping Coaches



Highlights

- Recruitment through four regional "Literacy Summits," day-long professional development seminars; forums were attended by 272 educators, representing 85 schools in 51 districts
- Nationally renowned researchers Donna Alvermann, Rita Bean, Gay Ivey, and Jim Knight presented on the topic of adolescent literacy
- Online activity by ALCP coaches averaged 54 hours each (eight-month period), exceeding program expectations

Advancing Outcomes

- Statewide coaching standards are in development with partnering agencies (i.e., KDE, The Center for Mathematics)
- CCLD, in cooperation with other partners, is advocating for literacy coaching endorsement
- A Kentucky affiliate of the Teacher Network Leadership Institute will be formed by CCLD in partnership with Fayette County Public Schools; this will provide an opportunity for ALCP coaches to disseminate their action research projects, ultimately affecting educational policy



Kelly Seale Irace (center) with a group of ALCP Coaches

"Primarily, I see [the literacy coach] as supporting the teachers' literacy efforts; she tries to support the teachers and give them what they need."

– School administrator

"I see them [students] sometimes getting excited about using a strategy. [For instance], they will use it in science, and then they will use it in another class. They say, We know how to do this, and take off and go with it. So they are developing a knowledge of strategies, and that is good."

– High school literacy coach

Adolescent Literacy Coaching Project Evaluation Summary

The first group of 23 coaches was trained and began their work during the 2006-2007 school year. The external evaluation of the ALCP, conducted by Dr. Patricia J. Kannapel, focuses on these research questions:

- How are coaches selected, prepared, and supported in their work?
- What roles and responsibilities do coaches assume, and how are these aligned with accepted standards for literacy coaching?
- How does the work of coaches influence teachers and students?
- What factors facilitate and hinder the work of coaches?
- How do the literacy environment and student achievement in schools with literacy coaches compare to that of schools without literacy coaches?

During the first-year evaluation, data on these questions were gathered through interviews with almost all participating literacy coaches, a sample of principals in schools served by coaches, site visits to six ALCP schools, review of documents and web sources, and surveys of teachers of grades 4-12 in ALCP schools and a set of comparison schools (state test results will be analyzed when they become available in September 2007).

Results of the first year of coaching were relatively positive. Coaches were well received in their schools, in part because they chose to work first with the most receptive teachers, expanding their reach as more teachers received positive reports. The most common coaching activities were sharing strategies with teachers (including modeling lessons and assisting teachers with writing instruction), helping teachers select instructional materials, providing or facilitating professional development, assisting teachers in analyzing assessment data, and linking teachers with research. Coaches stayed within their roles reasonably well, although most performed a few extra duties in order to "do their part" at the school.

When survey results from teachers in ALCP schools were compared to teachers in schools that did not have literacy coaches, it was found that a higher percentage of ALCP schools were engaged in strategic planning around literacy. It was also determined that higher proportions of teachers in ALCP schools: (1) received professional development on improving student reading skills in their content areas; (2) reported more frequent use of a variety of strategies to improve student literacy skills in their classrooms; (3) requested help with literacy issues; and (4) received frequent help in selecting literacy materials, developing literacy strategies in the classroom, developing and administering classroom literacy assessments, and receiving information and resources around literacy. There were no significant differences between the two types of schools in the amount of assistance teachers received in the area of writing instruction, or in analyzing and using assessment data.

The researchers concluded that the structured training, support, and guidance provided to coaches by ALCP contributed strongly to coaches' successes. These findings suggested the model created by ALCP is an effective program for preparing literacy coaches, and the program should be continued in its present form with minor modifications. Potential modifications include involving district and school administrators in the training sessions and considering how to recruit more teachers into the program. In addition, there were some key areas in which training for coaches needed to be enhanced, including providing structures for observing teachers, giving feedback, conducting demonstration lessons, and analyzing student work to inform teacher practice.

Striving Readers Evaluation Summary

Through the US Department of Education, the Striving Readers grant provided 16.2 million dollars to improve literacy instruction and performance for adolescent learners in 23 rural Kentucky middle schools and high schools. Participating schools are implementing two literacy initiatives – the Collaborative Model for Content Literacy and the Kansas Learning Strategies Curriculum. CCLD received 2.8 million dollars to conduct an evaluation of the grant.

The research questions for the evaluation are as follows:

- What is the impact of the Learning Strategies Curriculum on reading achievement, motivation, and strategy use of struggling readers?
- To what extent does the Collaborative Model for Content Literacy impact students' reading and content area achievement, reading motivation, and reading strategy use?
- To what extent does the proposed professional development model improve teacher practice and sense of teaching efficacy?

CCLD is one partner in this endeavor. In addition to CCLD, the Kentucky Content Literacy Consortium (KCLC) includes: (a) the Danville Independent School District, serving as the fiscal agent for the grant, (b) faculty from the University of Louisville, training literacy coaches in the Learning Strategies Curriculum developed by the University of Kansas, and (c) personnel from the Collaborative for Teaching and Learning, providing professional development to all teachers in the Content Literacy Model. A total of 23 schools (12 middle and 11 high) from the following school districts are participating in this study:

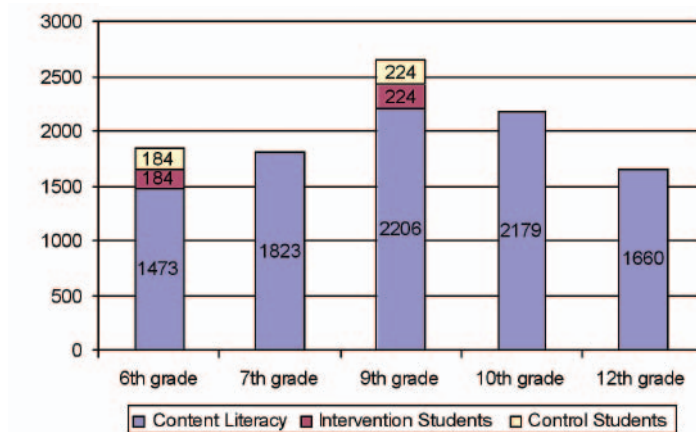
- Bullitt County Schools
- Danville Independent Schools
- Eminence Independent Schools
- Jessamine County Schools
- Pike County Schools
- Rowan County Schools
- Washington County Schools

During the 2006–2007 school year, approximately 950 teachers were trained in the Content Literacy Model, and those teachers completed a pre- and post- teacher efficacy survey focused on reading. Twenty-five literacy coaches attended a week-long training session on school-wide coaching and the Kansas Learning Strategies Curriculum.

The Striving Readers evaluation includes a rigorous experimental design. The Group Reading Assessment Diagnostic Evaluation (GRADE) was administered to approximately 10,200 students. Based on their performance on the GRADE, 408 sixth- and ninth-grade students reading two or more grades below grade level received services in the intervention reading class, and 408 students were identified as control students. Those control students will receive the intervention reading class during the 2007–2008 school year. All students in the study completed a pre- and post-student motivation and reading strategies survey, and 50 students were interviewed about their reading strategy use.

Figure 1 illustrates the breakdown of students in the project:

Figure 1. Striving Readers, 2006–2007



Margaret Rintamaa



Janis Carter



Deepsi Sigdel



Mission

The mission of KAELI is to design and deliver research-based, innovative, professional development in literacy that advances the knowledge and instructional practices of adult educators in Kentucky. KAELI educators are dedicated to adult learners attaining personal literacy goals in the workplace, family, and community.



KYAE Collaboration: Improving Adult Literacy

The Collaborative Center for Literacy Development (CCLD) has engaged in four major adult literacy initiatives in partnership with Kentucky Adult Education (KYAE).

Kentucky Adult Educators Literacy Initiative

CCLD's hallmark project with KYAE has been the Kentucky Adult Educators Literacy Institute (KAELI). KAELI is a professional development initiative that provides an innovative graduate/undergraduate level course for adult educators in literacy. This year's cadre was hosted by Western Kentucky University (WKU).

After completing the yearlong course of study, nineteen adult educators from nineteen counties received three masters-level credits from WKU and eight professional development units from KYAE. Each participant completed six tasks, which included applying research and best practice to classroom instruction within their situated environment through a mix of on-line learning and classroom instruction.

The course was led by WKU Associate Professor, Dr. Pam Petty, and WKU Instructor Cassie Zippay. They were assisted by Kay Drake and Dr. Phyllis MacAdam, professionals in adult literacy, who completed coaching visits with each participant. At the graduating culminating event, each participant contributed to a discussion forum in which they shared a process or strategy they learned and applied during KAELI. These presentations were shared with all participants in order to form a toolbox of literacy strategies that affect adult learner outcomes.

Orientation to Reading and Writing Workshops

CCLD also provided three Orientation to Reading and Writing Workshops to KYAE adult literacy instructors. A total of 48 participants from across the state received certificates for the course. The workshops were taught by Susan McShane, reading specialist, from the National Center for Family Literacy and Dr. Phyllis MacAdam, a writing specialist from the Kentucky Writing Project. Participants received research-based, practical strategies to apply to the classroom to enhance adult student learning.

Reading Assessment Workshops

CCLD conducted two pilot workshops for KYAE literacy educators, facilitated by the CCLD Adult Literacy Director. The first was a pilot workshop to educate instructors on how to use the Adult Reading Diagnostic Inventory as a placement tool for identification of adult learners' independent, instructional, and frustration reading levels. Adult educators use this knowledge to determine effective placement in groups, classes and reading materials. Over the summer, participants will be applying the tool with learners, reporting the results and making recommendations in the field. This also will lead to planning and designing targeted instruction for adult learners.



Dawn Hanzel



Diana Tribble

Writing Workshop Pilot

The writing workshop pilot was based on strategies from the Kentucky Writing Project. The workshop was taught by Anne Greenwell and Charlene Brown from Jefferson County Public School's Adult Education Program. In this workshop, participants were able to explore, discuss, and apply research-based best practices for teaching writing to adults, particularly those who perform at levels 2 and 3 on Test for Adult Basic Education. Over the summer, participants applied newly learned strategies with their students. In early fall, they will reassemble and discuss results to share effective strategies.

Advancing Outcomes

Kentucky Adult Literacy Educators Learning Communities

- CCLD has established a new professional development framework for adult educators
- Adult educators can participate in 22 various workshops throughout the year

New Adult Literacy Initiative

- Senator Brett Guthrie (R) spearheaded securing funding for a new adult literacy initiative, in a bi-partisan manner, with Representative Jody Richards (D) and Senator Dan Kelly (R)
- A "think tank" was developed and met for four months to establish a vision, goals, and objectives of the new adult literacy initiative pilots for technology-based, outbound, instructional models
- An RFP was established; six sites were selected
- The initiative was named READ KY, which stands for Read, Empower, Achieve, and Dream in Kentucky
- A comprehensive evaluation was designed to monitor results



Kaeli participants collaborate at the Statewide Networking Seminar #1 in Louisville



Dr. Pam Petty and Maggie Vaughn, author



Kaeli Culminating Day

"This year has been a significant learning experience for me. After 35 years, I found myself back in school! Digital drop box, digital cameras, graphic organizers, and of course, tasks, deadlines, grades, and the unknown! I not only learned techniques for teaching reading and writing, but learned firsthand what faces an adult learner. Both will help me in being an adult education instructor."

- Kaeli Participant

"Literacy, learning, and teaching will never be the same after Kaeli. Thank you so much for your dedication to adult education."

- Kaeli Participant

"How wonderful to have so many instructional enhancements to utilize in the future. I feel as if my teaching career has just begun. Thank you!!!!"

- Kaeli Participant

Mission

The mission of the Kentucky Literacy Research Symposium is to bring the foremost thinkers and researchers in the field of literacy research in the United States to Kentucky to share research-based evidence and divergent perspectives about issues of national, state, and local importance in literacy.



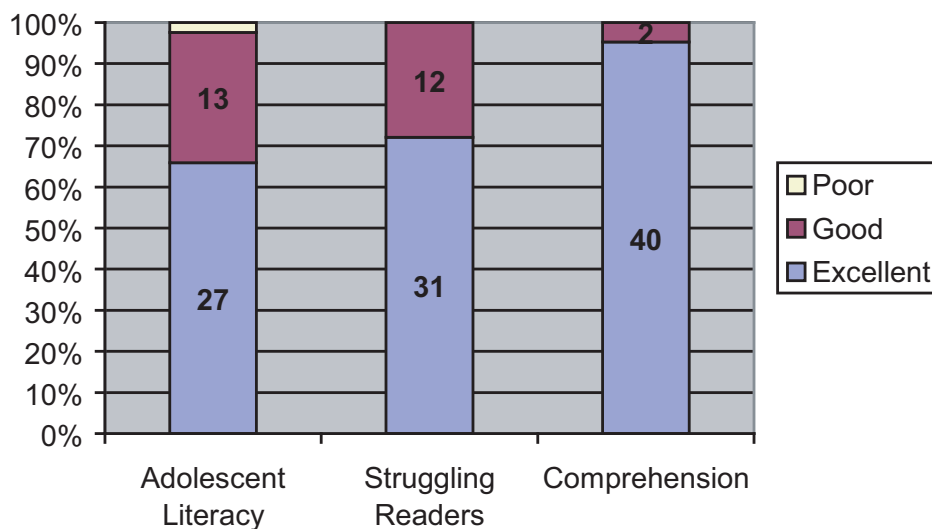
Kentucky Literacy Research Symposium

The Kentucky Literacy Research Symposium serves as a catalyst for dialogic conversation about solutions to the literacy problems Kentucky faces. The event will position Kentucky nationally as a literacy “think tank” where literacy scholars, researchers, and practitioners representing multiple perspectives come together to examine and discuss critical issues in literacy research and practice.

One hundred thirty-five individuals attended the Kentucky Literacy Research Symposium on May 9-10, 2007 at Spindletop Hall in Lexington, Kentucky. Three topics were addressed: (1) Adolescent Literacy, (2) Struggling Readers, and (3) Reading Comprehension. Nationally renowned scholars with expertise in each issue shared their most recent research findings and their perspectives. Break-out sessions followed the research presentations, providing opportunities for scholars to translate their research into classroom applications and for attendees to ask specific questions while engaging scholars in conversation around issues pertinent to their research.

Based on evaluations completed by attendees, the third Kentucky Literacy Research Symposium was extremely well received. Attendees provided ratings based on a 4-point scale with ratings of 4 being excellent and ratings of 1 being very poor. The mean rating of the quality of information received at the Kentucky Literacy Research Symposium was 3.76 across all presentations, which represented an improvement over the mean ratings from previous years. Attendees not only felt the information presented in all sessions was of high quality (see Figure 1), but also felt the quality of the presentations themselves was outstanding, with a mean rating of 3.76. Again, this represented improved ratings over previous years.

Figure 1. Quality of Information Presented



Janice Almasi

Attendees' responses to open-ended questions mirrored their numeric ratings. They felt the presentations were not only "informative and interesting" but also "entertaining." Attendees felt the comprehension sessions in particular were "phenomenal," "excellent," and provided "innovative" information. Attendees also felt the research and information presented was easy to transfer to classroom practice. Attendees also noted they would share much of the information they learned at the symposium at the local level and with other administrators.

Highlights

- Dr. Kathleen Hinchman of Syracuse University and Dr. Josephine Peyton Marsh of the Arizona State University shared their perspectives on adolescent literacy.
- Dr. Barbara Walker of Oklahoma State University and Dr. Ellen McIntyre of the University of Louisville shared their research related to ways to assist struggling readers.
- Dr. Bridget Dalton of the Center for Applied Special Technology shared her latest federally funded research on comprehension and digital literacy, and Dr. Patricia Alexander of the University of Maryland shared her insights related to the relationship between motivation, affect, and comprehension.
- Dr. Ellen McIntyre was the recipient of the "Friend of Literacy" Award.



Dr. Ellen McIntyre was presented the 2007 Friend of Literacy Award.



Symposium Attendees

"Not only were these presentations insightful, but they were also inspiring!"

– Symposium attendee

"This was the best symposium yet!"

– Symposium attendee

"Content and presentation were phenomenal. Mesmerizing."

– Symposium attendee

COLLABORATIVE CENTER FOR



DEVELOPMENT

For more information
about CCLD, please
visit our Website at
www.kentuckyliteracy.org.



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