

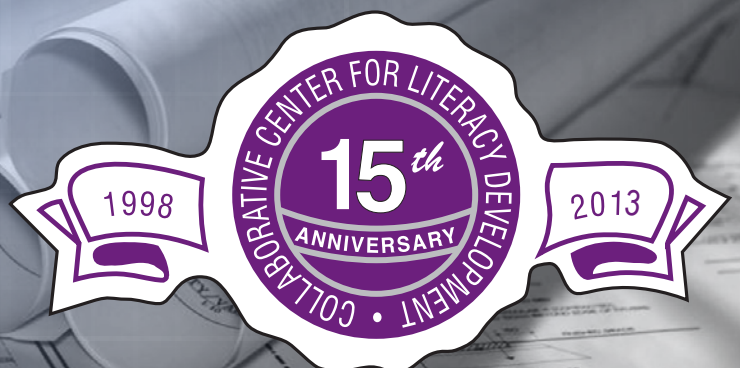


Annual Report 2013

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





Collaborating Partners



Executive Summary

Effective Structures Blueprint Kentucky's Future

Welcome to the 15th Annual Report of the Collaborative Center for Literacy Development (CCLD). CCLD's mission is to promote high quality teacher professional development and research for improved literacy instruction, early childhood through adulthood. Its success has been unprecedented, unparalleled, and powerful, and we are justifiably proud of our record.

As the blueprint motif of this year's annual report makes clear, planning and structure are the twin keys to CCLD's approach. Structures are effective in so far as they produce results, but they must be engineered with an eye to coherence, durability, and maintenance. Careful planning makes that possible.

Similarly, effective educational interventions require planning to ensure coherent design, affordability, and ease of differentiation to local or changing needs. This has been a continuous insight of CCLD's teacher literacy instruction programs, as demonstrated in the following program reports.

Historically, the importance of structure and planning was so obvious during the industrial revolution of the early 20th century that a novel sensibility, known as structuralism, marked the modern era. From architecture, to linguistics, to social policy, a structuralist emphasis on planning and form was the reigning metaphor.

In educational theories of the time, learning and comprehension were seen not just as a set of facts or skills – a parts list, if you will – but the result of how those pieces connected to one another on behalf of functionality, as in a blueprint or a flow chart. To know something was to bring elemental parts into unified interrelation as an effective structure. The student, in response to formal and informal instruction, needed to connect the parts to construct that functional whole. This insight is now known as constructivist learning theory, or constructivism.

If there was a weakness to this approach, it was the failure to see that functionality is not only the result of planned structure; it is also the impetus for such structure. We draft plans, schemata, and models in order to achieve certain ends. Thus, the values we hold paramount are always driving our structures, and must always be brought to bear to judge their efficacy.

As statistics from the National Assessment of Educational Progress demonstrate, Kentucky's 15-year ascent from below the national mean to the top tier of states for elementary and middle school reading achievement is profound and long standing. We believe that CCLD deserves a good deal of credit for that success as the effect is specific to literacy achievement, and no other entity has been as consistently dedicated to it as CCLD. It is gratifying that the bet made by the Kentucky General Assembly in 1998 to bolster teachers' literacy instruction skills has been so successful.

Still, there is more yet to do. Kentucky's remarkable literacy achievement is unevenly distributed across the Commonwealth. Too many students continue to lack the kind of literacy instruction that will guarantee their future success as productive members of our society. Academic expectations have risen, yet our resources to meet them have plummeted. Over the past 15 years, CCLD's operational budget has been reduced by over 40% through incremental cuts not to CCLD itself, but to the offices and institutions through which our funding flows (the Kentucky Department of Education, the University of Kentucky, etc.).

We have been resourceful in doing more than ever with less and less, but efficiencies are not without their limits. It is time for CCLD's well-planned structures to realize the funding they deserve for full implementation.

Good reading,



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



George Hruby

MISSION

The mission of the Collaborative Center for Literacy Development (CCLD) is to promote literacy and address the diverse needs of all learners through professional development for Kentucky educators and research that informs policy 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 all 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

CORE VALUES

- Collaboration:** We are committed to shared knowledge, expertise, and effort with diverse partnerships dedicated to common goals.
- Diversity:** We value diversity of thought, culture, and experience and are committed to equity in serving the literacy needs of a diverse society.
- Empowerment:** We believe in the power of literacy and lifelong learning to remove barriers and to transform people's lives.
- 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.
- Service:** We are committed to listening to educators and to responding to their needs related to literacy instruction and practice.

CCLD Advisory Committee Constituents

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

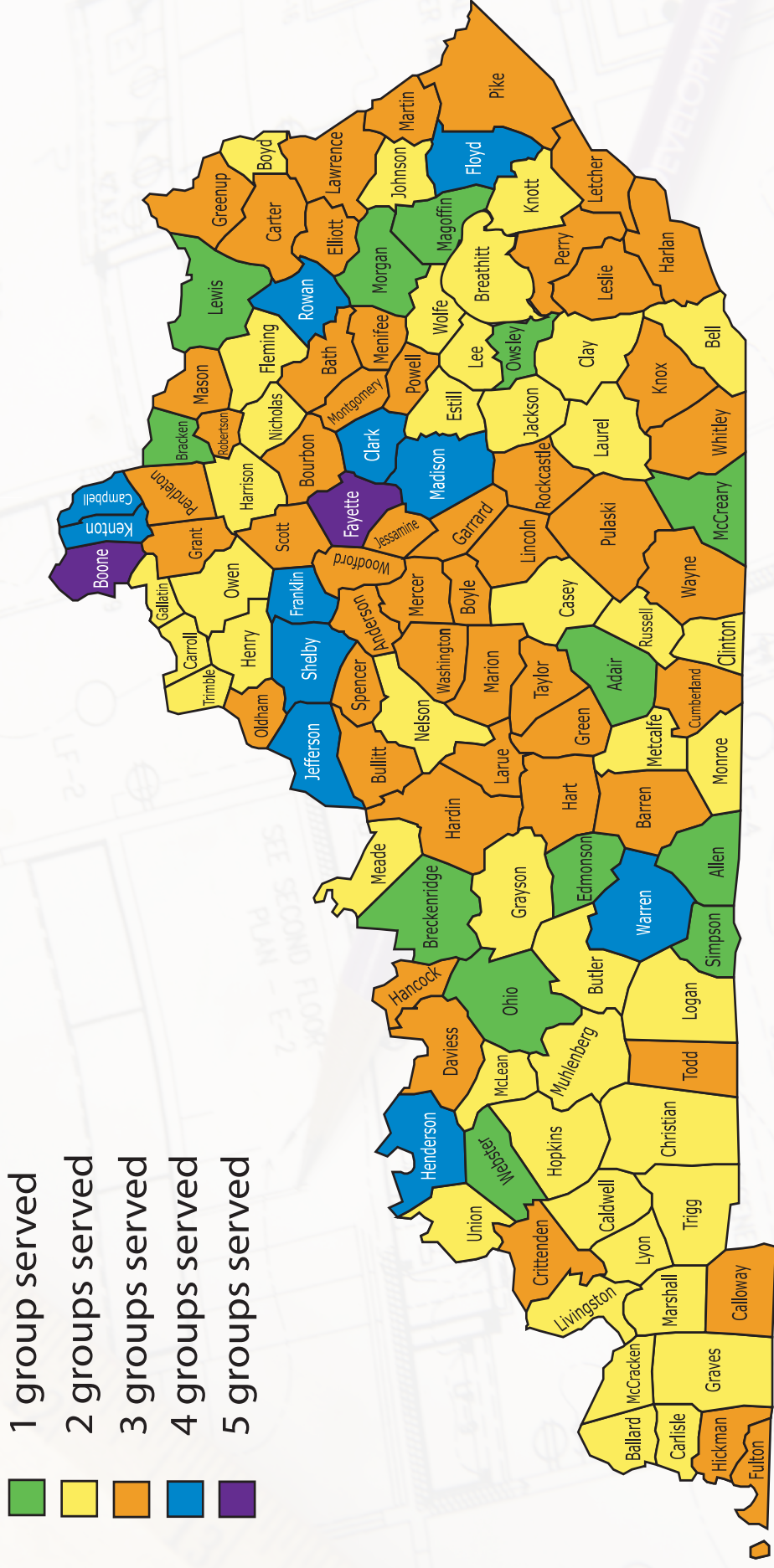
Adult Educators
Independent Colleges and Universities
Businesses
Community - Charities/Foundation
Community - Family/Workplace
Council on Postsecondary Education
Early Childhood Advisory Council
Eastern Kentucky University
Education Professional Standards Board
Kentucky Adult Education
Kentucky Community and Technical College System
Kentucky Department of Education
Kentucky Education Media (KET/KYVU)
Kentucky Reading Association
Kentucky State Legislature

Kentucky State University
Kentucky Writing Project
Morehead State University
Murray State University
National Center for Family Literacy
National Literacy Researcher
Northern Kentucky University
School Administrators - Elementary
School Administrators - Middle/High
School Administrators - Superintendents
Southern Regional Education Board
University of Kentucky
University of Louisville
Western Kentucky University

CCLD Presence in 2012-2013 by Group Served

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

* Kentucky Literacy Celebration events counted as community events



OUTREACH ELEVATION

Local and State Outreach

The Collaborative Center for Literacy Development (CCLD) is 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 Enhances the Website and Clearinghouse.* CCLD's website has received a complete revision of content and a new design is slated for Fall 2013. The update will allow easier navigation throughout the site and fluid use across all devices including mobiles and tablets. The redesigned website will also include a repository of research publications along with updates to the online clearinghouse. Social media has continued to be central to our outreach. Facebook and Twitter have provided opportunities to engage citizens across the Commonwealth about the importance of literacy.



www.kentuckyliteracy.org

- *CCLD Serves as a Voice for Literacy in the Business Community.* Over the past few years, CCLD has participated in the Kentucky Chamber of Commerce's Education Committee. This work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Leads Third Annual Kentucky Literacy Celebration (KLC) Week.* In collaboration with First Lady Jane Beshear's office, CCLD partnered with other literacy and education organizations to create a statewide event focusing on literacy. Schools, libraries, adult/family education centers, communities, and businesses hosted various literacy activities for the third annual celebration in March, highlighting achievements and increasing awareness of challenges to literacy for Kentucky's citizens. Unique community and business partnerships formed to develop special literacy-related events.
- *CCLD Engages in Civic Activities with Book Donations.* CCLD participated in multiple events through sponsorships and donations of books to children and families through opportunities offered by the Mother-to-Mother of Lexington group holiday event, Toy Chest Children's Charity holiday project, the Jessie Higginbotham Technology Trust, Inc. "Mindtriggerz" project, the Arby's Foundation Feed the Mind event, and First Book.
- *CCLD Increases Marketing and Communication Efforts.* CCLD has striven to increase its overall visibility. Increased participation in local, state, and national events has raised awareness of CCLD's work in literacy. Presentations, media releases, exhibits, demonstrations, and discussions about the work of CCLD are occurring statewide and across the nation. Other states have expressed interest in the CCLD model.

Increasing outreach efforts maintains 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.



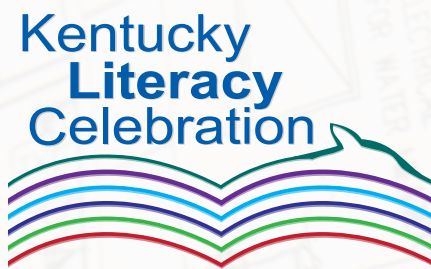
Nearly 4,500 students gather at Rupp Arena for the Feed the Mind event



Keith Lyons



Zac Combs



In collaboration with First Lady Jane Beshear and her staff, the Collaborative Center for Literacy Development (CCLD) partnered with other literacy and education organizations to host the third annual Kentucky Literacy Celebration (KLC) Week. The intent of the statewide literacy event is to designate an annual period to highlight literacy in Kentucky, celebrating accomplishments and focusing on challenges still faced as a state.

The Governor and First Lady have committed to make this an annual event to highlight literacy and the impact it has on our education, economy, and culture. As part of the festivities, Ms. Beshear agreed to make numerous visits across the state, visiting schools and education centers, participating in activities, and inviting communities and businesses to engage in the overall literacy achievement of our citizens, from birth to adulthood. Literacy is vital to learning in all content areas. Students must be able to read and comprehend in order to understand and excel in all areas of learning (math, science, etc.).

This year's events were held March 4-8, 2013. A unique partnership forged between the Arby's Foundation, Arby's Lexington Cooperative, and KLC resulted in a large literacy celebration. The Feed the Mind event served as the official kickoff of the 2013 KLC Week. Nearly 4,500 fourth grade students from 15 school districts in the eastern and central Kentucky Arby's cooperative service area converged on Rupp Arena in Lexington to participate in the literacy event. The University of Kentucky cheerleaders, ESPN Kids Zone radio, storyteller Octavia Sexton, and authors Judith Halasack and Peggy Cullen shared their talents with the children and engaged them in active learning. Dignitaries from Arby's and First Lady Jane Beshear addressed the large contingency of students and their educational leaders to inspire enthusiasm for literacy. Each child was provided with a healthy meal and a book, as well as other gifts. Arby's Foundation donated \$25,000 to school backpack programs to be divided among the Feed the Mind participating schools. The event was such a huge success that plans are in the works to repeat and expand the event for next year's KLC.

Keeneland Racecourse once again hosted a family literacy night for a local school. Dixie Elementary School (Fayette County) held their literacy event at the Keeneland Sales Pavilion. Third grade students performed songs from "Suessical the Musical" for their parents, teachers, and guests. Teachers set up grade-specific literacy centers for all the participants to visit and gather resources and strategies to bridge learning between home and school. First Lady Beshear read stories to groups of children. Children donned jockey uniforms and had their pictures taken. Each child was provided a book to keep. This has become a keystone event in the KLC festivities involving family and community partners.

In accordance with its central theme "Bridges to Literacy," individuals and organizations were encouraged to submit photos of local bridges to demonstrate literacy is welcome in their communities. Numerous photos were uploaded to the event's dedicated website.

To increase awareness and involvement, CCLD developed an online participation kit with resources and tips to maximize engagement. The goal of KLC is to have as much participation as possible, from simply following the Facebook postings or reading a book to hosting community events. Over 800 literacy-themed events were submitted this year.



The mission of the Collaborative Center for Literacy Development (CCLD) is to provide professional development and research in literacy from early childhood through adulthood. In order to provide systemic support, CCLD is committed to working with early child care providers and educators in the development of early language and literacy skills. We support initiatives that develop high quality early childhood educators with the goal of improving student achievement.

These early childhood professionals need to know theories of child development, how to meet the unique and varied needs of individual children, and how to plan a research-based curriculum delivered in an interesting and stimulating environment that contributes to the healthy development of young children. The benefits of such early care and education promote both cognitive and social development, as well as foster language and literacy from birth to age eight.

CCLD has worked with the Strong Start initiative of the Prichard Committee to educate and inform legislators and the business community about the crucial role of early childhood care and education in growing Kentucky's economy. With an eye on the state's future success, Governor Steve Beshear signed an executive order creating the Early Childhood Advisory Council (ECAC), thus continuing his commitment to improving education and health services for Kentucky's youngest citizens. The council works to unite stakeholders behind common strategies, standards, and goals for Kentucky's early childhood system and advocates for improved quality of early childhood services and improved school readiness. Establishing the ECAC gives the Commonwealth an opportunity to move closer to a seamless delivery system of early childhood services. CCLD's involvement in this system is an integral part of fulfilling the mandates of Senate Bill 186.

- William James



Comprehensive Intervention Model



Comprehensive Intervention Model Initiative

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. CIM recognizes that reading and writing are complex, meaning-making processes. The goal of each intervention is to develop self-regulated, strategic readers and writers who are able to solve literacy problems with flexibility, efficiency, and understanding. The various components of the intervention groups are designed to promote the following literacy processes:

- oral language development
- concepts about print
- phonemic awareness
- phonics
- problem-solving strategies
- comprehension strategies
- fluency
- word-solving strategies
- reading and writing reciprocity
- the writing process (including composing, transcribing, revising strategies, and crafting techniques)
- knowledge of text structures
- task persistence

In Spring 2013, Dr. Linda Dorn (University of Arkansas-Little Rock) presented at the CIM Institute. She provided a day of exciting professional development to over 200 CIM Interventionists, 18 district administrators, and 22 CIM Coaches. Dr. Dorn's new book *Apprenticeship in Literacy* (Stenhouse, 2012) was given to all participants of the Institute.

During the 2013-2014 academic year, the Reading Recovery University Training Center strategic plan will continue to develop and build the expertise of the CIM Literacy Coaches and teachers through professional development sessions. A major objective of the strategic plan is the development of a CIM resource binder used to integrate professional books and materials.



Dr. Linda Dorn presents at the CIM Institute

CIM Coaches/RR Teacher Leaders with Dr. Dorn



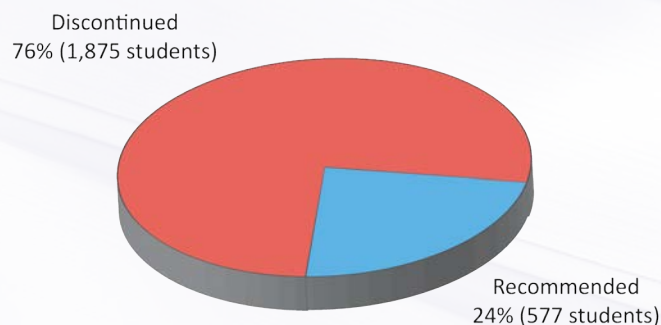


Reading Recovery® in Kentucky

Reading Recovery (RR) 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.

During the 2012-2013 school year, intervention services were provided by 379 Reading Recovery teachers and 22 Reading Recovery Teacher Leaders to 3,124 first-grade children in 277 schools in 79 school districts. The number of students that reached the average of their classrooms was 1,875; 577 students were recommended for further instructional support.

Figure 1. Intervention Status of Reading Recovery Children with Complete Intervention: University of Kentucky, 2012-2013



The Reading Recovery University Training Center (RR-UTC) successfully completed part of its strategic plan by training another Trainer for the University of Kentucky. Dr. Lindy Harmon became the second Trainer for the Reading Recovery Center by completing her certified coursework through The Ohio State University. Dr. Harmon completed her dissertation at the University of Kentucky on transforming the identities of students who struggle with learning to read.

In December, the RR Trainers and RR Teacher Leaders developed a new strategic plan for 2013-2016. The new strategic plan covers four areas of growth at the statewide level: Comprehensive System of Interventions (Reading Recovery, Comprehensive Intervention Model, Literacy Lessons); Technology; Diversity of Funding; and Advocacy. In February, the RR-UTC and RR Teacher Leaders hosted a statewide advocacy day at the Capitol to visit 17 State Senators and 15 Representatives in Frankfort. In March, Dr. Embry met with First Lady Jane Beshear and the RR Teacher Leaders at the Kentucky Valley Educational Cooperative to highlight the success of RR in Kentucky as a part of Kentucky Literacy Week activities. Two Behind the Mirror sessions were held for State Senator Morgan McGarvey and Congressional assistant to Congressman John Yarmuth, Jessica Phelps. Both sessions were hosted by Jefferson County RR Teacher Leaders and RR teachers in Louisville.

At the national level, Kentucky is well represented on the Board of the Reading Recovery Council of North America. Tee Fiero, a RR teacher from Woodford County, serves as a teacher representative; Mary Beth Stevens, a RR Teacher Leader, serves as Secretary; and Dr. Lindy Harmon, UTC Trainer, serves as Advocacy Committee Chair. To continue to make the University of Kentucky a visible presence, Dr. Judy Embry and Dr. Lindy Harmon



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



Susan Lewis

presented at three RR conferences: University of Arkansas-Little Rock Reading Recovery Conference in Little Rock, Arkansas; National Reading Recovery Conference in Columbus, Ohio; and Teacher Leader Institute/Leadership Academy in Washington, DC.

The Reading Recovery Center continues to provide training and support through a federal Investing in Innovation (i3) grant. The University of Kentucky RR-UTC has partnered with The Ohio State University to expand implementation of Reading Recovery to reach more struggling students. The i3 grant provides the opportunity to scale up RR to meet the goal of full implementation in breaking the cycle of literacy failure for primary students in Kentucky. The i3 grant provides six graduate credit hours of tuition from the University of Kentucky, books, materials, supplies and a small stipend to assist with educational expenses related to Reading Recovery training. The University of Kentucky RR-UTC has completed the third year of the five-year i3 grant.

Studies outlining the effectiveness of RR as an intervention include:

- D'Agostino, J.V., & Murphy, J.A. (2004). A meta-analysis of Reading Recovery in United States schools. *Educational Evaluation and Policy Analysis*, 26(1), 23-38.
- Dougherty Stahl, K.A. (2008). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. *Journal of Literacy Research*, 40(3), 359-393.
- Florida Center for Reading Research: Reading Recovery. (June 19, 2008). http://fcrr.org/FCRRReports/PDF/Reading_Recovery.pdf
- What Works Clearinghouse: Reading Recovery. (July 16, 2013). http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_readrecovery_071613.pdf
- Schmitt, M.C. Askew, B.J., Fountas, I.C., Lyons, C.A., & Pinnell, G.S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Worthington, OH: Reading Recovery Council of North America.
- Schwartz, R.M., Schmitt, M.C., & Lose, M.K. (2012). The effects of teacher-student ratio in response to intervention approaches. *The Elementary School Journal*, 112(4), 547-567.



Clockwise from top: First Lady Jane Beshear with a former RR student as she shared how RR helped her through her education including her current college classes;

Dr. Judy Embry and RR Teacher Leaders (TLs) with First Lady Jane Beshear at Kentucky Valley Educational Cooperative for Kentucky Literacy Celebration Week;
RR-UTC personnel and TLs on Senate floor;

Kentucky State Senator Morgan McGarvey with RR teachers and TLs at Portland Elementary (Jefferson County)

"Our students have greatly benefited from Reading Recovery instruction. Students are becoming more confident readers. Reading Recovery provides students with literacy skills that help them to work and read more independently in the classroom."

- Principal,
Christian County

"The Reading Recovery teacher worked so hard to help him (my son) achieve his reading goals and was always there to give me advice. If it weren't for the Reading Recovery intervention I don't think my son would be where he is today with his reading skills."

- Parent,
Nelson County

"Every student in Reading Recovery comes back to my room more confident and excited about reading and writing. They are willing to take risks and be part of what's going on in the classroom. There is NOTHING else that we have in our schools that makes this...big of a difference in a child's learning."

- Teacher,
Madison County

ELEMENTARY ELEVATION



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 ongoing assessment of diverse learners' needs.



Cary Pappas



Erin Wobbekind

Kentucky Reading Project



The Kentucky Reading Project (KRP) is an essential component of the Collaborative Center for Literacy Development's (CCLD). Currently, KRP is beginning its 15th year of offering high quality, rigorous professional development in literacy instruction, intervention, and integration of family engagement to public elementary (K-5) teachers in the state. The yearlong, graduate-level course focuses on the knowledge and implementation of research-based instructional practices and provides teachers with the tools to adapt these practices to their unique classroom situations.

KRP is delivered by literacy faculty at each of the eight state universities. Participants in KRP receive three graduate credit hours, tuition, a stipend, and professional resources - all at no cost to schools or districts. During the 2012-2013 school year, KRP trained 176 teachers in 45 districts. In addition, the National Center for Family Literacy (NCFL) provides a day of indepth training in family engagement in literacy to the participants.

Continuity

KRP is one of the hallmark projects and has been offered every year since CCLD's inception in 1998. Two of the university KRP directors have been with the project since the beginning, and a number of the other directors have been with the project for many years. As well, many past participants serve as co-directors and teacher leaders for KRP, sharing their experiences with participants about implementing strategies in their classrooms. In 15 years, over 3,200 teachers have been trained through KRP.

A common curriculum, initially developed over a year's time by literacy leaders in the state, remains the cornerstone of KRP. The curriculum includes key concepts that are explored during the summer institutes and then incorporated into the Literacy Action Plan that every teacher develops during KRP. These important concepts reflect widely-held tenets about the components of effective literacy instruction. KRP has served as a blueprint for other literacy projects in the state including the Leveraged Adolescent Literacy and Learning Initiative (LALLI) now in its fourth year.

Adaptation

KRP Directors have periodically reviewed and revised the core curriculum and related documents to make sure they are aligned with the Kentucky Core Academic Standards (KCAS) in order to ensure adherence to state and national mandates.

In one district (Leslie County), directors offered a KRP II for teachers who had already participated in the initial yearlong project. The goal of this course was to develop and promote teacher leadership, not only in the teachers' participating schools, but in the state and nation. The teachers engaging in this second year of



UK KRP Director works with educators during Summer Institute



Participants engage in strategy share discussions at NKU Summer Institute

professional development mentored teachers in another low-achieving district by providing ongoing training and communicating throughout the year to support and encourage them as they implemented strategies in their classrooms.

Impact

KRP has continued to be offered in areas of the state where teachers do not have ready access to the professional development offered at the universities. Western Kentucky University offered a KRP in Cumberland County, Eastern Kentucky University offered one in the Monticello Independent School District, and Morehead State University offered one in Leslie County.

CCLD continues to fulfill its mission of collaborating with the Kentucky Department of Education to assist school districts functioning at low levels of reading skills. Our focus is on turning around high-need, low-performing schools in the state. For example, the University of Louisville KRP is targeting specific schools with the goal of training every teacher in the school in KRP. This will help ensure that instructional practices and academic expectations are consistent and rigorous across all grade levels.

Because KRP was originally created as a graduate level-course, teachers typically stay in the project for one year. Due to numerous requests from teachers who participated in the yearlong KRP, a one-week course for alumni was offered to teachers to update and further refine their instructional practices in literacy. Kentucky State University (KSU) offered this alumni course for two years. In June 2013, Morehead State University was selected to offer an alumni course for past participants in that region of the state who were not able to participate at KSU.

At the state level, KRP Directors and teachers gave presentations at the annual conferences of the Kentucky Reading Association (KRA) and the Kentucky Council of Teachers of English/Language Arts (KCTE). At the national level, KRP Directors collaborating with NCFL gave presentations at both the International Reading Association and NCFL annual conferences.

In April 2013, Janet Allen, a well-known literacy expert and author, was the keynote speaker at the Share Fair, the culminating event of KRP in Lexington. She also conducted a workshop on informational literacy that was open to all educators in central Kentucky. This was co-sponsored by KRP, KRA, and the Kentucky Writing Project.



Roundtable discussion at Share Fair



Dr. Janet Allen conducted a workshop for educators at Share Fair



Leslie County KRP Directors and First Lady Jane Beshear

"... increased cuts in PD monies mean school districts are having a much harder time continuing to send teachers to quality PD opportunities that are engaging, effective, and invaluable to the teachers' growth as professionals. By having the KRP come to our school, we were able to provide all of these to our teachers. Throughout the year, I have seen the tremendous growth that the teachers and students have made because of the PD that the teachers received throughout the KRP. Its impact on our teachers and our students has been remarkable."

-Instructional Supervisor, Monticello Independent Schools

"My KRP experience has greatly increased my knowledge of literacy education. KRP has helped me grow professionally and therefore had a positive effect on my students. Sharing ideas and information with fellow teachers has also had a positive impact on my school."

-Teacher, Leslie County

SECONDARY ELEVATION



Leveraged Adolescent Literacy and Learning Initiative



The Leveraged Adolescent Literacy and Learning Initiative (LALLI) provides high caliber, intensive, literacy professional development for secondary teachers and administrators. In its third year, six of Kentucky's eight state universities provided a yearlong, rigorous professional development program to over 100 middle and high school teachers across the state. All eight state universities will be offering LALLI programs during the 2013-2014 academic year with close to 200 teachers expected to participate.

LALLI emphasizes the Kentucky Core Academic Standards (KCAS) for middle and high school English/language arts and literacy for history/social studies, science, technical subjects, and the arts. LALLI also attends to the needs of the local service areas of the participating institution. The aim of the statewide program is to allow each university to address the specific needs of its service region with the resources and expertise it has available to advance the KCAS on behalf of college and career readiness.

A grassroots, site-specific program that addresses regional needs, LALLI adapts the resources, personnel, and expertise available at each university. Specific targets currently include: transition (between elementary and middle, middle and high, high and college); content area literacy strategy instruction and skills development; English language learner needs; college and career readiness; and 21st century reading, writing, speaking, and listening skills.

Professional Networking

The strength of the Collaborative Center for Literacy Development's initiatives relies on the collaboration with literacy faculty. LALLI directors from the universities met in the fall to network and share their experiences, successes, and challenges. Plans were made to scale up their initiatives across districts and regions, including an evaluation component.

Directors and cadre members from several universities participated in the Kentucky Reading Project annual Share Fair in April 2013. Participation will expand to all eight state universities for the 2014 Share Fair and be the only statewide literacy conference on teacher practice and action research with representation from all K-12 grade levels.



Morehead State University LALLI cadre



University of Louisville LALLI cadre



Northern Kentucky University LALLI Summer Institute



Kentucky State University LALLI Summer Institute

LALLI Cohorts, 2012-2013

Following are abstracts of the site-specific cohorts that were held in 2012-2013.

Eastern Kentucky University

Regional Director: Dr. Diana Porter

"Professional Learning Communities Designed to Increase Adolescent Content Literacy Skills and Readiness for College and Careers"

Professional learning community (PLC) based professional development for middle and high school teachers to advance their use of literacy strategies across their various content areas, formative assessment, and literacy planning structured along the KCAS for literacy.

Kentucky State University

Regional Director: Dr. Shambra Mulder

"Kentucky State University Literacy and Learning Initiative"

Developing online self-paced modules and blog-based communication portal for literacy professional development, focusing on the role of culture in the development of secondary literacy and the teaching of writing; face-to-face meetings during a summer academy cap the course.

Morehead State University

Regional Director: Dr. Jody Fernandez

"Keeping the Momentum: Transitioning Struggling Adolescent Readers from Elementary Schools"

Grades 5-8 focus on KCAS for successful transition from elementary into secondary grades with workshop community model and content literacy strategies emphasis.

Northern Kentucky University

Regional Director: Dr. Tammie Sherry

"Northern Kentucky LALLI Cohort"

Grades 5-8 focus on KCAS for literacy, the Kentucky Teaching Standards, and the development of a Literacy Action Plan by each participating teacher. Delivered through workshop and feedback modules and through-the-year application with a capstone Share Fair participation component demonstrating application and results.

University of Kentucky

Regional Director: Dr. Margaret Rintamaa

"KY-LALLI-PDP"

Middle school centered Professional Development Partnership (PDP) project focused on information text content strategy instruction for specific cognitive processes and skills development for superior literacy for learning across a range of texts.

University of Louisville

Regional Director: Dr. Penny Howell

"Content Literacy Institute"

Based on both the Kentucky Reading Project and the Kentucky Writing Project, this secondary professional development (PD) model provides support for the development of superior content literacy learning across all modalities of literacy (reading, writing, listening, speaking). Workshop and virtual modes of support and PD will be utilized. The project will begin with middle school, then high school implementation will follow.



University of Kentucky LALLI Summer Institute



Eastern Kentucky University LALLI Summer Institute

ADULT ELEVATION

Kentucky Adult Education



Mission

The mission of Adult Literacy Education in the Collaborative Center for Literacy Development is to promote literacy and professional development among those serving adult learners.



Dawn Hanzel



Suzanne Greer



Gwen Wilder

The Collaborative Center for Literacy Development (CCLD) is contracted by Kentucky Adult Education (KYAE) to improve teacher quality in adult literacy education through effective professional development and research. CCLD has been providing professional development to KYAE instructors in English/Language Arts since 2002.

KYAE contracted with CCLD to deliver five major initiatives:

- CCLD implemented a national adult education professional development model, adapted by KYAE, to assist Kentucky adult educators in creating and delivering standards-based instruction. The implementation, in its second year, assisted educators in translating standards into curriculum. The professional development curriculum provided teachers with tools to work in learning communities in order to identify lead and supporting standards in order to develop units of instruction, create lessons, and conduct lesson studies to evaluate the effectiveness of unit and lesson plans. Participants included 182 program directors and instructors.
- CCLD created facilitator guides, complete with tools and materials, to assist other states in implementing Common Core Standards professional development. The guides include videos that were developed in partnership with Kentucky Educational Television (KET). They may be accessed on the Public Broadcasting Service (PBS) LearningMedia website.
- CCLD developed and implemented an online course focused on creating standards-based lesson plans. Participants were given the opportunity to explore various technology resources in participating in professional development that they may consider using with their students.
- CCLD developed a technology-resource tool that adult educators may use to identify technology, online resources, and sample activities correlated with each of the Common Core State Standards for English/Language Arts. These resources may be used to create standards-based lessons using technology.
- CCLD provided technical assistance, coaching, and training specific to the needs of various adult education programs across the state.



KENTUCKY
Adult Education


Your future starts here!

Culturally Responsive Instruction Observation Protocol (CRIOP)

In May 2012, the Collaborative Center for Literacy Development (CCLD) was awarded a grant from the U.S. Department of Education Office of English Language Acquisition as part of a National Professional Development Program Grant through Georgetown College. The project focuses on the Culturally Responsive Instruction Observation Protocol (CRIOP), a professional development framework and research tool used to support teachers' use of practices designed to improve the learning of students from culturally and linguistically diverse backgrounds. In partnership with Georgetown College's Center for Culturally Responsive Pedagogy (CCRP), CCLD will study the ways in which intensive professional development helps teachers close achievement gaps.

The CRIOP Model

CCLD and CCRP developed the CRIOP model in collaboration with literacy faculty from four Kentucky institutions of higher education. The model focuses on seven elements:

- classroom relationships
- family collaboration
- assessment
- curriculum
- instruction/pedagogy
- discourse
- socio-political consciousness

The Professional Development Model

During the 2012-2013 school year, Dr. Rebecca Powell from Georgetown College led a team that implemented the CRIOP model with 28 teachers in four elementary schools in Kentucky. Findings from the study will inform and help improve teacher effectiveness statewide, particularly with students from culturally and linguistically diverse backgrounds.

CCLD's Evaluation

CCLD is conducting an evaluation focused on the ways in which the professional development model changes teachers' beliefs, knowledge, and practices and the extent to which students' achievement changes during the year their teachers participate in the project. CCLD will use the following measures to evaluate project outcomes:

- surveys
- classroom observations
- teacher interviews
- student achievement data

The CRIOP in Other States

The CRIOP, which was developed out of CCLD's research work in partnership with CCRP, is having a national impact on teaching and learning. This tool has been used by researchers and teacher educators in at least three states (Florida, North Carolina, and Virginia) to design, implement, and/or evaluate preparation experiences for teachers at multiple career stages.

Figure 1: CRIOP Components

Foundational Elements	Classroom Environment, Family Collaboration
Pedagogical Elements	Assessment, Curriculum/Planned Experiences, Pedagogy/Instruction
Critical Elements	Discourse/Instructional Conversation, Sociopolitical Consciousness



Susan Cantrell



Pam Correll



Read to Achieve Evaluation 2011-2012

The Kentucky Read to Achieve (RTA) Program was created by the General Assembly in 2005 to support schools in implementing a reading diagnostic and intervention program for struggling readers in the primary grades. The Collaborative Center for Literacy Development was charged with creating and implementing a comprehensive research agenda to evaluate the impact of intervention programs on student achievement in reading for RTA participants.

The evaluation plan used a mixed-methods approach to address two components: implementation and achievement. The implementation study included (a) survey data gathered from all 322 RTA schools; (b) observations, interviews, and surveys in seven RTA schools; and (c) phone interviews with administrators at matched non-RTA schools. The achievement study involved (a) 2010-2011 state reading assessment data (KCCT) from all RTA schools, and (b) fall and spring scores on Measures of Academic Progress (MAP, reading) for 142 RTA schools that administered MAP in their districts.

Key Evaluation Findings

RTA teachers: Who are they, and what do they do?

- RTA teachers were highly trained overall and were better trained than intervention teachers in schools without RTA funding.
- RTA teachers spent most of their day working with students. They served in leadership roles and collaborated with colleagues.

RTA students: What are their experiences?

- A majority of students participated in reading intervention between 15 and 24 weeks. However, in some schools, teachers did not appear to have clear processes for exiting students from intervention or for providing more intensive interventions for students who were not successful in RTA over the short term.
- In intervention classes, students received more intensive focus than in the regular classroom literacy block in reading, writing, thinking, and talking about texts.

What are stakeholders' perceptions of RTA?

- The majority of stakeholders perceived RTA interventions were effective. Most RTA teachers, classroom teachers, administrators, and parents responded positively to questions about their schools' RTA interventions.

To what extent does RTA support effective systems of intervention (RTI)?

- RTA was an integral part of schools' systems for reading intervention.
- RTA schools had progress monitoring systems in place, but they did not tend to have clear processes for exiting students from RTA interventions.
- RTA schools did not appear to provide more intensive, targeted interventions for students who were not successful in RTA.

What progress do RTA students make in reading, in terms of assessment benchmarks?

- A greater percentage of second and third grade students reached benchmark levels on the MAP assessment from fall to spring, although that percentage was still small.



Jo Davis



Melissa Murphy

What proportion of RTA students read proficiently at the end and after primary?

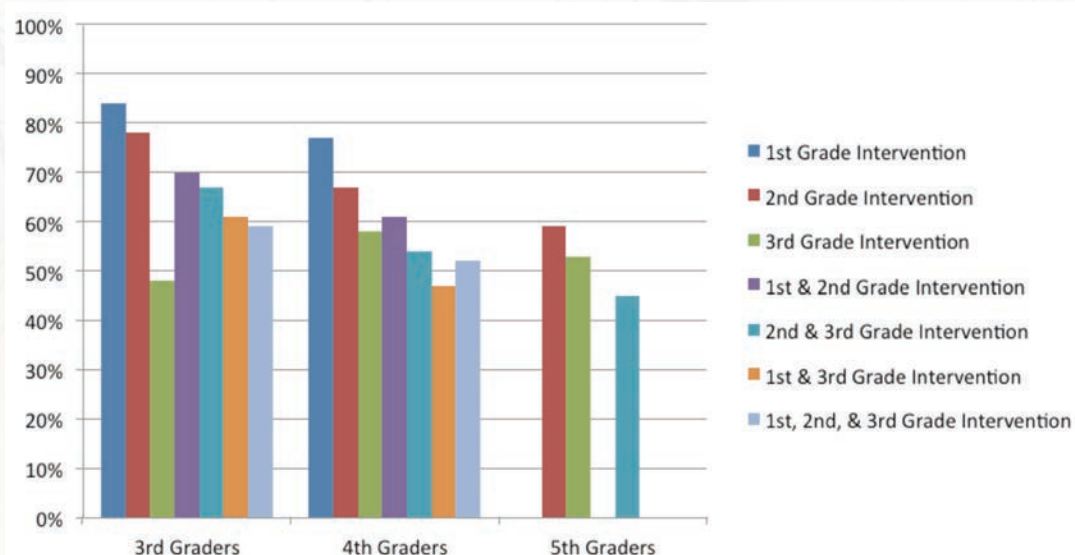
- Greater than 50% of third, fourth, and fifth grade students who received RTA services during the primary grades performed at or above grade level on the Iowa Test of Basic Skills (ITBS).
- Students who participated in RTA in first grade and did not participate again in any other grade performed at levels similar to students who never participated in RTA during the primary grades. Students who participated in RTA only in third grade perform at lower levels overall than students who participated in RTA only in first grade or only in second grade.
- A large number of students participated in RTA for multiple years, even across three years of primary.

Recommendations

The implementation and achievement studies offered valuable information with implications for the future RTA program. Among the most important recommendations for RTA include:

- *Expand funding*
Expand RTA funding for more schools. Allow new rounds of funding for schools previously not eligible to apply, or schools that were not successful in applying for RTA during earlier rounds.
- *Improve systems of support*
Focus on improving systems of support for students who continue to have difficulties with literacy even after participating in RTA. Intensive interventions should be implemented for students who do not successfully exit RTA.
- *Serve students early*
RTA schools would do well to serve as many students as exhibit a need in first and second grade. Schools should serve students who exhibit need in third grade as well, but more intensive interventions should be provided for third grade students who are not reading well.

Figure 1. Percent of Students Reading At or Above Grade Level as Measured by ITBS



LEADERSHIP ELEVATION



Quality leadership is essential in the educational environment. This is even more crucial with current discussions focused on teacher efficacy and evaluation. The Collaborative Center for Literacy Development (CCLD) has prioritized teacher effectiveness as a primary goal for 15 years. This has been an integral part of the blueprint of our literacy architecture. The high rigor of the professional development and research in literacy offered by CCLD has been a mainstay of the center's existence since its creation. A subsequent result of the expectation of excellence is the effect it has on leadership development and professional enhancement.

Leadership opportunities are realized in various avenues. Participants emerge from CCLD's initiatives as leaders in their own buildings and districts as colleagues and administrators look to these trained professionals for their expertise. Participants engage in academic degree and career advancement pursuits, moving into higher leadership roles at district, state, and national levels. Some have garnered recognition and awards, while others have co-authored professional trade books. Initiative directors, comprised of university literacy faculty, have also experienced professional growth through CCLD collaborations.

CCLD certainly has had a positive impact. All of CCLD's literacy initiatives have emphasized high quality teaching and learning. The purposeful inclusion of such stringent coursework has led to the need for waiting lists to participate as individuals seek to be involved in these highly sought opportunities. CCLD's core values stress the development and support of highly effective educators who can assume leadership roles owing to the knowledge and experiences gained through participation in CCLD initiatives. They become leaders in various arenas: classrooms, schools, and districts as well as boardrooms, communities, and research.

The following testimonials are evidence of CCLD's influence on leadership development.

"The Collaborative Center for Literacy Development (CCLD) made available one of the most beneficial professional learning experiences of my career through the Kentucky Reading Project (KRP). This partnership with the state universities has a track record of developing cohorts of teacher leaders. KRP started me on my pathway in search of deeper learning to refine my practices for improved student learning outcomes. I connected to a powerful professional network which lead to other opportunities to collaborate and connect to teachers across the Commonwealth. I learned to be a leader and an advocate for teacher accountability and exemplary practices in teaching and learning from the classroom."

Felicia Cumings Smith
Associate Commissioner
Office of Next Generation Learners
Kentucky Department of Education

"The Collaborative Center for Literacy Development (CCLD) has had a significant impact on my career and professional growth. CCLD acquainted me with a network of literacy professionals and increased my involvement in state literacy initiatives. It also exposed me to a wealth of opportunities for literacy research, both as a consumer (through annual literacy symposiums) and as a producer (through multiple grants)."

Diana Porter
Associate Professor
Eastern Kentucky University

"KRP had a substantial impact on my effectiveness as an elementary literacy teacher and continues to impact my work as an instructional supervisor. After attending the Kentucky Reading Project, my confidence and passion to teach literacy transferred to my students, who became confident, passionate learners in all aspects of literacy."

Karen Hammonds
Curriculum Coordinator
Bath County School District

"The support that CCLD provides to teaching professionals is invaluable. I have been fortunate to work with Reading Recovery and the Adolescent Literacy Project. Both provided me with pedagogy, instructional tools and leadership training that continue to impact my work on a daily basis. In my current position, as a Literacy Consultant at the Central Kentucky Educational Cooperative, the partnership with CCLD is an integral part of the ongoing professional learning of the teachers I serve."

Lisa King
Literacy Specialist
Central Kentucky Educational Cooperative

"One of the wonderful things about being a Kentucky Reading Project director was the opportunity to learn from amazing classroom teachers. While KRP teachers honed their skills in teaching their students to read, write, and think at higher levels, I also watched them develop leadership skills in their classrooms, schools, and districts. As I facilitated professional development, my understanding of great classroom practice was greatly enhanced by observing fine teachers. I had a chance to work with two KRP teachers from the University of Louisville cadre. After I visited their classrooms and observed how they were helping their students learn vocabulary, we began a research collaboration about effective methods to help high poverty students enhance vocabulary. This three-year collaboration resulted in the publication of a book entitled *Word Nerds: Teaching All Students to Learn and Love Vocabulary* (Stenhouse, 2013). I can truly say that none of this would have happened if not for KRP."

Dr. Brenda Overturf
Author/Consultant

"CCLD has greatly influenced our careers. We were fortunate to get to participate in the Kentucky Reading Project (KRP) after our first year of teaching. The knowledge and collaborative network gained through that experience has had a huge impact on our growth as educators and leaders. After KRP we began implementing in our classrooms a vocabulary program we designed to support our students. We began collaborating with Dr. Brenda Overturf to begin looking at the research behind our practices and sharing our program with new KRP participants. Working with her has been invaluable to us and has resulted in the publication of our book *Word Nerds*. We are recipients of the 2010-2011 Gheens Innovation Award and have presented at several professional developments including the International Reading Association conference."

Leslie H. Montgomery and Margot Holmes Smith
Classroom Teachers/Authors
Jefferson County School District

"KRP has influenced me more than any other graduate course I have taken. It is because of my participation in KRP that I later became an administrator. It is through working with multiple teachers to develop and present the series of trainings and then presenting our experience at the Share Fair that I realized the impact I could have on students, not just in my classroom, but in other classrooms. I learned how to be a resource for other teachers as we worked together to ensure we were delivering a balanced approach to teaching literacy. I am now an Assistant Principal and I am proud to say that over 14 teachers in my school have participated in the Kentucky Reading Project! I can honestly say participating in KRP has had more immediate impact on the teaching of literacy than any conference or professional development the teachers have attended. KRP is not just a class. It truly educates and empowers teachers to change their teaching practices to increase student achievement in the area of literacy. I should also note I spent this summer in Ethiopia. I visited multiple schools and actually had the honor of providing training for teachers for three days. I structured the trainings after the KRP model. I taught the teachers the way they should instruct their students!"

Stacie Hardy
Assistant Principal
Campbell Ridge Elementary (Campbell County)

"I began my career as a statewide Reading Recovery Teacher Leader in the Reading Recovery Center at CCLD. Over the past seven years, I completed my doctorate. I then completed a yearlong post-doc program of study at The Ohio State University to move from the role of Teacher Leader to my new role as Trainer of Teacher Leaders. I will continue collaborating with my colleagues as I invite them to observe Reading Recovery lessons and share their expertise around literacy with my first Teacher Leader training class...CCLD could also be referred to as the Collaborative Center for *Leadership* Development because it is so much more than a place of employment. As CCLD has grown as a leading literacy organization serving Kentucky and the nation, it has also been growing others from within to improve literacy instruction, professional development, and research for thousands of literacy educators, professionals, administrators, parents, teachers, adults, and children."

Dr. Lindy Harmon
Reading Recovery University Training Center
University of Kentucky



Global Impact in Knowledge on Literacy

The Collaborative Center for Literacy Development (CCLD) is committed to engaging in quality scholarship published in rigorously peer-reviewed journals. This effort to share the research and scholarship with an international community provides CCLD incomparable intellectual credibility and recognition of which Kentucky can be proud.

- Cantrell, S. C., Almasi, J. F., Carter, J. C., and Rintamaa, M. (2013). Reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34(1), 26-58. [This article emanated from the Striving Readers evaluation.]
- Cantrell, S. C., Almasi, J. F., Rintamaa, M., Carter, J. C., Pennington, J. G., & Buckman, M. (in press). The impact of supplemental instruction on low-achieving adolescents' reading engagement. *Journal of Educational Research*. [This article emanated from the Striving Readers evaluation.]
- Cantrell, S. C., Correll, P., Clouse, P., Creech, K., Bridges, S., Owens, D. (in press). Patterns of self-efficacy among students in developmental reading. *Journal of College Reading and Learning*.
- Cantrell, S. C., Powers, S. W., Roth, N. P. (in press). Intensive instruction in reading components: A comparison of instructional focus in two early reading programs. *Research in the Schools*. [This article emanated from the 2005-2006 Read to Achieve evaluation.]
- Hruby, G. G. (2013). Neuroscience metaphors for teaching and curriculum. In L. H. Wasserman and D. Zambo (Eds.), *Early childhood and neuroscience: Links to development and learning* (pp. 191-206). New York: Springer.
- Hruby, G. G. (2012). The Race to the Top program: Should America be the global leader in math, science, engineering, and technology education? [The counterpoint position]. In A. J. Eakle (Ed.), *Curriculum and Instruction: Debating Issues in American Education: A SAGE Reference Set* (pp. 99-109). Thousand Oaks, CA: Sage Publications.
- Hruby, G. G., & Goswami, U. (2013). Educational neuroscience for reading education researchers. In D. Alvermann, N. Unrau and R. Ruddell (Eds.), *Theoretical Models and Processes of Reading* (6th ed.)(pp. 558-588). Newark, DE: International Reading Association.
- Hruby, G. G., & Roegiers, A. B. (2012). Cognitive constructivism. In C. A. Chappell (Ed.), *Encyclopedia of Applied Linguistics*. Oxford, England: Wiley-Blackwell.
- Perry, K. H., & Hart, S. J. (2012). "I'm just kind of winging it": Preparing and supporting educators of adult refugee learners. *Journal of Adolescent and Adult Literacy*, 56(2), 110-122. [The article presents findings from a family and community literacy project supported by CCLD's Research Agenda Grants Program.]
- Perry, K. H. (2013). What does it mean to be qualified to teach? A case study of one volunteer adult ESL literacy tutor. *Community Literacy Journal*, 7(2). <http://www.communityliteracy.org/index.php/clj/article/view/166> [The article presents findings from a family and community literacy project supported by CCLD's Research Agenda Grants Program.]
- Powell, R., Cantrell, S. C., & Rightmyer, E. (2013). Teaching and reaching all students: An instructional model for closing the gap. *Middle School Journal*, 44, 22-30. [This article describes the Culturally Responsive Instruction Observation Protocol (CRIOP) model, a CCLD-funded project.]



Collaborative Center for Literacy Development (CCLD) 2012-2013 Budget

CCLD General Budget

Academic Professional Development and Initiative Development	\$284,602
Administrative Costs	92,533
CCLD Research	329,183
Clearinghouse & Communications	99,208
Kentucky Reading Project Funding Support for 8 Universities at Multiple Sites	604,879
Leveraged Adolescent Literacy & Learning Initiative	473,976
National Center for Family Literacy	41,725
Personnel Support	280,355
Physical Operations	<u>88,824</u>
Total CCLD General Budget	\$2,295,255

Total Reading Recovery General Budget **\$1,705,726**

CCLD Grant Funded Initiatives

Culturally Responsive Instruction Observation Protocol (CRIOP) Grant through Georgetown College	57,770
Investing in Innovation (i3) Grant through The Ohio State University (Reading Recovery)	394,970
Kentucky Adult Educators (KYAE) Grant	289,019
Leveraged Adolescent Literacy & Learning Initiative (LALLI) Grant through the Council on Postsecondary Education/Morehead State University	15,000
Senate Bill 1 (SB1)	8,616
Total CCLD Grant Initiative Funding	<u>\$765,375</u>

TOTAL CCLD 2012-2013 FUNDING **\$4,766,356**

(Does not include encumbrances or late funding)



Paul Brown



Jane Gardner

www.kentuckyliteracy.org



Serving Kentucky educators in literacy since 1998.



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