

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 FAMILIES LEARNING**

**CCLD  
CCLD  
CCLD**



Collaborating Partners



## Executive Summary

### Building a Literate Future for Kentucky

Constructing better readers, writers, listeners, speakers, learners, and thinkers is the ultimate goal of the Collaborative Center for Literacy Development (CCLD). In accordance with Kentucky Regulatory Statute 164.0207, we do this by providing superior research based professional development to teachers on behalf of improved literacy instruction for Kentucky students, early childhood through adulthood. We also act as a clearinghouse and research center for scientifically, historically, and professionally informed guidance on literacy improvement and teaching. And we do this by reaching and involving committed people in communities from the Purchase Area to the Appalachians.

Our collaborations begin with the top literacy faculty at all eight of Kentucky's state universities. Through their outreach in their respective service regions, we are able to reach educators and students in Kentucky's 173 school districts. Our programs for teachers of early and elementary readers (the Kentucky Reading Project; Kentucky Reading Recovery), middle school and high school readers (the Adolescent Literacy Project), adult readers (Kentucky Adult Literacy Education), and our research and advisory efforts involve collaboration with the Kentucky Department of Education, the Council on Postsecondary Education, the Kentucky Adult Education Office, the Educational Professional Standards Board, the National Center for Families Learning, the Kentucky Reading Association, the regional educational cooperatives, elected representatives, and community organizations, libraries, and businesses with a commitment to improving educational outcomes for a more productive Kentucky.

CCLD has been in operation for over 15 years, but it is hardly set in its ways or on a single model of literacy improvement. Change, disruption, and reconstruction are the coins of the realm in education today. So please pardon our dust as we continue to expand, renovate, and erect a more literate future for the Commonwealth. As this year's annual report indicates, we are building literacy in Kentucky at multiple levels of instruction and in multiple ways. (For a review of the efficacy of these efforts over the past four years, please see our technical impact report available on our website at [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).)

Some of the most exciting innovations currently transforming education in Kentucky and across the United States are found in the increased implementation of new technology systems to facilitate instruction, assessment, policy implementation, teacher evaluation, professional training, and public outreach. In Kentucky, this includes the Continuous Instructional Improvement System (CIITS), Infinite Campus, and the Professional Growth and Evaluation System (PGES). These efforts out of KDE, are giving centralized state-based professional guidance a powerful technological edge. Our own efforts at outreach through our website and online research repository compliments these directions ([www.kentuckyliteracy.org](http://www.kentuckyliteracy.org)), and we hope to collaborate more fully with KDE's portals in the future.

Nonetheless, after much initial fanfare, private sector interest in college credit online courses (Massive Open Online Courses, or MOOCs) as an "end to the university system" has quieted almost overnight due to dismal student retention and grade data. Meanwhile, the failure of technology-based instruction in the schools to produce robust results in controlled studies of student performance suggests that the excitement over technology-driven classrooms might have been a trifle over done. More sober assessments are now required to calculate the tradeoffs between speculative innovation and real long-term cost to the taxpayer.

We are confident that CCLD's emphasis on personalized, empathetic, peer-supported, and expertise-driven professional development, with or without technological prostheses, and our reliance and contributions to scholarly literacy research, will continue to provide meaningful and effective teacher development. The personal attention of well prepared and thoughtful people is what matters for school children in their learning and development, whether at home, in the schools, or in the community. At CCLD, we are certain it matters for teachers, too.

Good reading,



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



George Hruby

# CCLD





## 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.

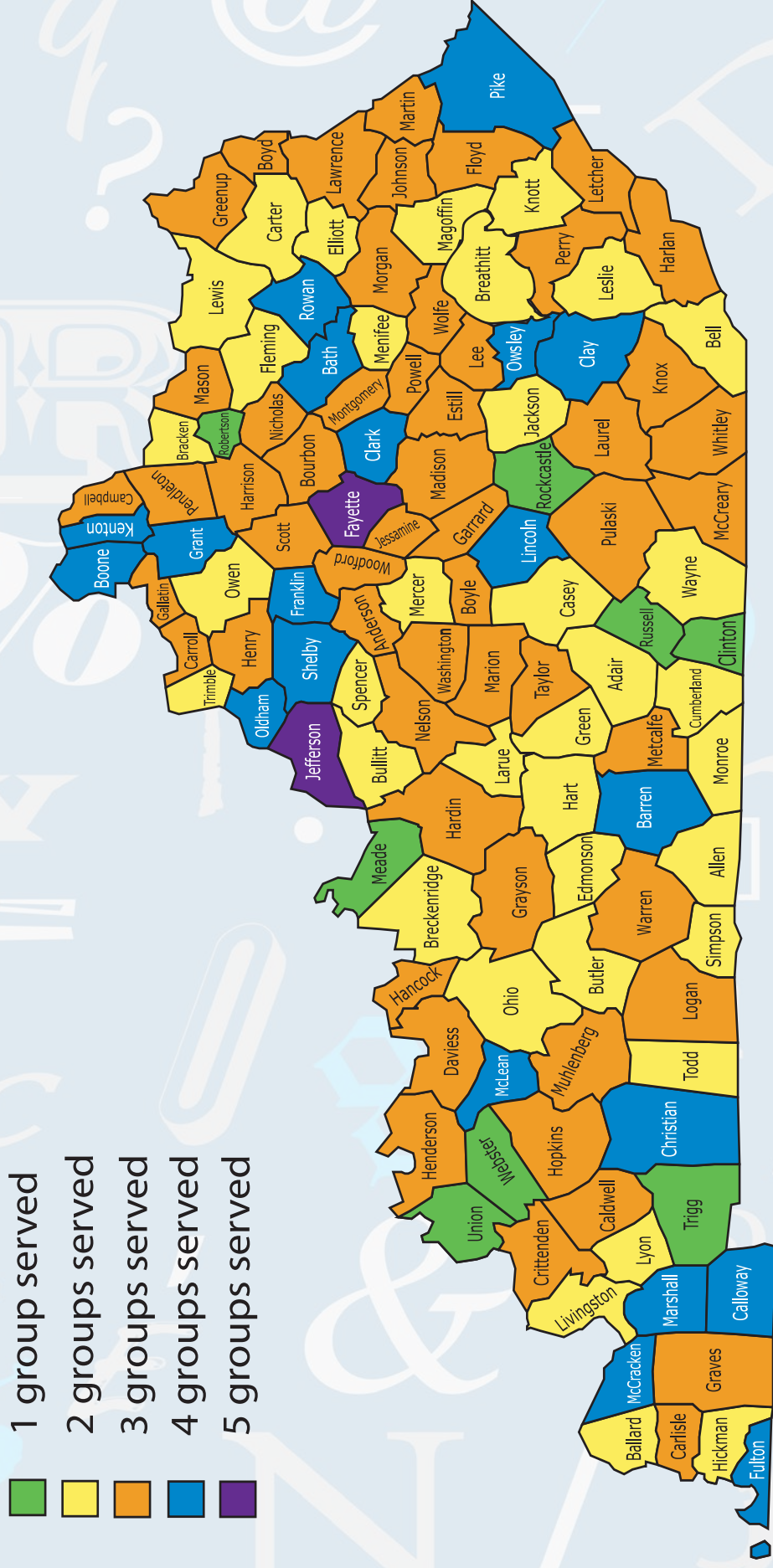
Adult Educators	Kentucky State University
Independent Colleges and Universities	Kentucky Writing Project
Businesses	Morehead State University
Community - Charities/Foundation	Murray State University
Community - Family/Workplace	National Center for Families Learning
Council on Postsecondary Education	National Literacy Researcher
Early Childhood Advisory Council	Northern Kentucky University
Eastern Kentucky University	School Administrators - Elementary
Education Professional Standards Board	School Administrators - Middle/High
Kentucky Adult Education	School Administrators - Superintendents
Kentucky Community and Technical College System	Southern Regional Education Board
Kentucky Department of Education	University of Kentucky
Kentucky Education Media (KET/KYVU)	University of Louisville
Kentucky Reading Association	Western Kentucky University
Kentucky State Legislature	

# CCLD Presence in 2013-2014 by Group Served

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

\* Kentucky Literacy Celebration events counted as community events

- 1 group served
- 2 groups served
- 3 groups served
- 4 groups served
- 5 groups served





# LEADERSHIP LEVEL



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 over 15 years. This has been an integral support of our literacy foundation. 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:*

"My work with the Kentucky Reading Project (KRP) has opened many doors in my professional career. As a co-director of Murray State's KRP, I have had the opportunity to stay current in the reading field. It has also given me the opportunity to network with professionals across the state and close to where I teach. My work with the KRP empowered me to attain my National Board Certification and now mentor teachers through the process. Teaching both in the elementary and college classroom puts me in a unique opportunity as a literacy leader in my school. Recently I have become the Reading Interventionist in my school so that the knowledge I have gained from my involvement with this project can be shared throughout the school. This year I have served as the 2014 Kentucky Teacher of the Year. This platform has allowed me to have a much wider impact and contribute to discussions about literacy in a global way."

**Holly Bloodworth**  
*Classroom Teacher/Reading Interventionist*  
*Murray Independent School District*

"We (project directors) are empowered by the Collaborative Center for Literacy Development (CCLD), as literacy leaders, to find paths that support the teachers in our region. It is a thoughtful and deliberate choice by CCLD, not only to support the regional diversity across Kentucky, but to encourage us to provide teachers with the tools they need to be agents of change in their classrooms. If professional development with teachers is going to be valued, it has to be authentic (teacher driven), embedded in daily practice (relevant) and sustained over a significant period of time (supported). This is the model that CCLD has embraced and promoted over more than a decade. Additionally, my own growth is nurtured through collaboration with other literacy leaders across the state and nationally at workshops and professional conferences. Our voices, ideas, and concerns are not only well received, but encouraged by our partners at CCLD. I am honored to be a small part of such a great group."

**Tammie L. Sherry, Ed.D.**  
*Assistant Professor*  
*Northern Kentucky University*

"I am an alumni of the Kentucky Reading Project (KRP), and I have to say that literally, KRP changed my life. I am getting ready to start on my dissertation at the University of Kentucky. I would not be pursuing my Ph.D., or holding the position I currently do as a Professional Development Associate for the 21st Century Education Enterprise housed in the College of Education at Morehead State University (MSU) if I had not been involved in KRP.

Ten years ago, while I was still a third grade teacher, the MSU KRP Director allowed me to act as assistant director for a KRP cadre in Prestonsburg. I continued to work for the Collaborative Center for Literacy Development (CCLD) as an assistant director, which gave me greater confidence in my ability to lead and mentor other teachers. The director also recommended me for the professional development position I now hold, and assisted me in writing

my first grant for a program whose professional development is based on the KRP model. For the last five years in this position, I have continued to apply this model to all of my professional development programs, employing teacher reflection, strong research-based approaches, and utilizing teacher-created action plans to guide and evaluate success. Now I apply these same principles to the CCLD-funded Adolescent Literacy Project I co-direct at Morehead State.

Overall, CCLD has made a huge impact on the teachers in the MSU region, but as a professional and scholar, it has left an indelible mark on my future, too. The directors and staff are continuously positive, encouraging, and nurturing each other to take risks and further their own career pathways. I am so grateful to CCLD!"

**Becky Roach**  
*Professional Development Associate  
21st Century Education Enterprise  
Morehead State University*

"With the release of the 2014 GED® Test, our world as we once knew it in adult education completely changed. The inclusion of the Common Core and College and Career Readiness Standards presented a huge challenge for us. Since our targeted student population can range from nonreaders all the way to individuals functioning at or near the 12th grade level, it required us to know, understand, develop, and implement curriculum spanning all 12 grade levels. The professional development adult educators received from the Collaborative Center for Literacy Development (CCLD), in partnership with Kentucky Adult Education (KYAE), has given us the tools and resources to provide quality and relevant instruction to ensure student success. It has also given us the opportunity for good teachers to become great, and for adult education directors to become educational leaders.

As an adult education director, I view professional development as a tool for implementing change, learning new skills, and for growth in our profession. For student success to be achieved, we must adapt and implement the tools, resources, and knowledge gained through our CCLD and KYAE professional development offerings. Sustaining high quality and relevant instruction is what directly impacts student success."

**Cris Crowley**  
*Director of Adult Education  
Adult Centers for Educational Excellence (ACE2)  
Madisonville Community College*

"My involvement with the Collaborative Center for Literacy Development (CCLD) has been a career changer and continues to inspire and inform my work as an educator. I was hired to manage the Adolescent Literacy Coaching Project in 2006. The emphasis at CCLD was to simultaneously grow and lead as a literacy professional. The opportunities and challenges that I had were rewarding. The people I met and worked with continue to be instrumental in my work with Kentucky Department of Education (KDE) today. Many of the literacy coaches from that project are leading in districts, at regional cooperatives, and at KDE. The cooperation and literacy work that CCLD forged throughout the state is unique and a catalyst for change. I am proud to have been part of some of that instrumental work in the state."

**Kelly Clark**  
*Literacy Consultant – Office of Next Generation Learners  
Kentucky Department of Education*

"The Collaborative Center for Literacy Development (CCLD) is unique in that it brings together esteemed researchers, universities, systems, schools, administrators, and teachers in a synergistic way. I was first introduced to CCLD in 2001 when I trained as a Reading Recovery Teacher Leader. Since that time I have worked with new and experienced Reading Recovery teachers and children in 39 schools representing 14 school districts. I have had the opportunity to help these teachers develop significant expertise and become empowered, confident literacy leaders. I have seen their children, who began first-grade significantly below their peers, catch up to and even surpass average literacy expectations. As a Reading Recovery Teacher Leader, I have worked with districts, schools, teachers, administrators and communities and seen positive change at every level. I have also had the opportunity to work with decorated scholars in Kentucky and across the nation. Their influence and the support from researchers at the CCLD and the University of Kentucky inspired me to complete my doctorate in 2011. It is impossible to overstate the impact of Reading Recovery training on my life and career, and I am exceedingly grateful to be part of such an extraordinary group of professionals."

**Amy Smith, Ed.D.**  
*Reading Recovery Teacher Leader  
Madison County School District*



# OUTREACH LEVEL

## Local, State, and National 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 Rolls Out New Website and Unveils Video Conferencing Center.* The last quarter of 2013 marked the unveiling of a newly redesigned CCLD website. The updated website provides users with easier navigation and updated resources. The website has seen an increase of new users and a continual growth in social media followers through Facebook and Twitter. By establishing a new state of the art video conferencing system, CCLD is able to connect remotely with practitioners and constituents across the country.
- *CCLD Develops 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 and other chamber-related activities. This work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Crafts Fourth 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 fourth 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 Joins 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 Toy Chest Children's Charity project, Arby's Foundation Feed the Mind event, and JumpStart Read for the Record activities.
- *CCLD Builds Marketing and Communication Efforts.* CCLD has striven to increase its overall visibility. This year's annual Share Fair included participants from the Kentucky Reading Project and the Adolescent Literacy Project, making it the state's only K-12 educator-led professional development event focused on literacy. Interest in the Kentucky Celebration Week resulted in multiple national presentations. CCLD also hosted several literacy experts with the purpose of providing quality, insightful professional development through various venues. Presentations, exhibits, demonstrations, and discussions about the work of CCLD are occurring statewide and across the nation.

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.



Keith Lyons



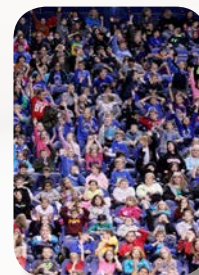
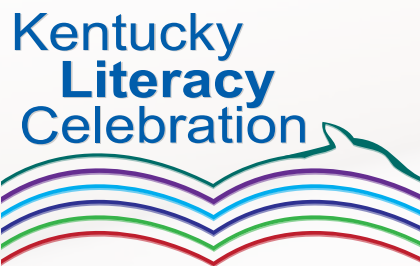
Zac Combs



"Become hyperpolysyllabicomaniacs!"  
- Dr. Brenda Overturf







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 fourth 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.

Since 2011, the Governor and First Lady have committed to this annual event to highlight literacy and the impact it has on our education, economy, and culture. As part of the festivities, Ms. Beshear embarks on numerous journeys 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, history, etc.). Inclusivity is an emphasis of KLC.

This year's events were held March 17-21, 2014. From Fulton to Greenup and Dayton to Williamsburg, KLC encompassed the geographic extremes of the state. KLC visits included an early childhood center, several schools, an adult education center, public libraries, and a community literacy center. One of the highlights included a visit to the Ft. Campbell Military Base and school district where they showcased their commitment to literacy.

In accordance with the 2014 central theme "Literacy Horizons," individuals and organizations were encouraged to submit photos of horizons to demonstrate how literacy spans across all communities. 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.

A unique partnership forged between the Arby's Foundation, Arby's Lexington Cooperative, and KLC has resulted in a multiyear large-scale literacy celebration. The Feed the Mind event served as an extension of the official 2014 KLC Week festivities, being held in mid-April. Nearly 3,500 fourth grade students from 16 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. University of Kentucky cheerleaders, ESPN Kids Zone radio, some of the state universities' mascots, Kentucky Teacher of the Year Holly Bloodworth, and National Geographic Explorer Andrés Ruzo 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 science-themed book and magazine, as part of the science to literacy connection. Arby's Foundation donated \$25,000 to school backpack programs to be divided among the Feed the Mind participating schools.





## 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

Jessica Phelps, Congressional Assistant to Congressman John Yarmuth, observed a Comprehensive Intervention Model lesson with a small group of children from Portland Elementary in Louisville. During the summer of 2014, six Teacher Leaders and two CIM Trainers attended the University of Arkansas in Little Rock for the Comprehensive Intervention Model Institute. Dr. Judy Embry will provide coursework to train the new Reading Recovery Teachers Leaders as CIM Coaches during the 2014-2015 school year as the University of Kentucky's RR/CIM interventions continue to expand throughout the state.



RR Teacher Leader presents at the CIM Institute

Drs. Lindy Harmon, Linda Dorn, and Judy Embry



# ELEMENTARY LEVEL



## 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

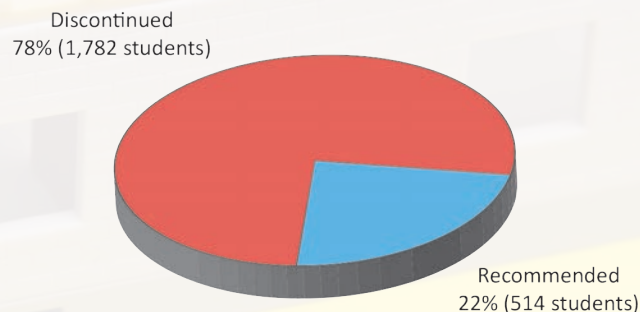


## Reading Recovery® in Kentucky

**R**eading 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 2013-2014 school year, intervention services were provided by 360 Reading Recovery teachers and 19 Reading Recovery Teacher Leaders to 2,965 first-grade children in 271 schools in 76 school districts. The number of students that reached the average of their classrooms was 1,782; 514 students were recommended for further instructional support.

**Figure 1. Intervention Status of Reading Recovery Children with Complete Intervention (N=2,296): University of Kentucky, 2013-2014**



The Reading Recovery University Training Center continues its endeavor with the Reading Recovery/ Comprehensive Intervention Strategic Plan. The Statewide Strategic Plan includes growth in the four main areas of concentration: Comprehensive System of Interventions, Technology, Diversity of Funding, and Advocacy. During the fall semester, two Behind the Mirror sessions in Reading Recovery were held for State Representative Derrick Graham, Chair of the House Education Committee, in Frankfort and State Representative Kelly Flood in Lexington. During the spring semester, the Reading Recovery University Training Center and Reading Recovery Teacher Leaders planned a statewide advocacy day at the Capitol involving 14 State Senators and 29 Representatives in Frankfort.

The Reading Recovery Center continues to provide training and support through a federal grant, Investing in Innovation (i3), completing the fourth year of the five year cycle. The Reading Recovery Center at the University of Kentucky has partnered with The Ohio State University to expand implementation of Reading Recovery to reach more struggling students. The i3 grant provides the opportunity by scaling up Reading Recovery 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. Under the collaboration of The Ohio State University, University of Kentucky, Jefferson County and Fayette County Public Schools, four new Teacher Leaders were trained through the i3 Grant during the fourth year of grant implementation.

Kentucky is well represented at the national level in Reading Recovery/CIM. Dr. Judy Embry and Dr. Lindy Harmon belong to the North America Trainers Group, which serves as the academic repository of Dr. Marie Clay's research in Reading Recovery. Dr. Embry currently serves on the Executive Committee of this group. Kentucky



is represented on the Board of Reading Recovery Council of North America at the national level. Tee Fiero, a Reading Recovery teacher from Woodford County, serves as a teacher representative along with Dr. Harmon as Chair of the Advocacy Committee. Dr. Harmon was elected in Spring 2014 as Vice President of the Reading Recovery Council of North America. Pursuing endeavors to make the University of Kentucky a visible presence, Drs. Embry and Harmon presented at several Reading Recovery conferences in the United States: University of Arkansas-Little Rock; Missouri's RR Conference; Southeast Regional in North Carolina; National Reading Recovery Conference in Columbus, Ohio; and the Teacher Leader Institute in Chicago.

At the international level, Dr. Embry presented at the eighth International Reading Recovery Conference in Sydney, Australia. She also presented and attended the 36th New Zealand Literacy Association Conference in Auckland. Her attendance granted several opportunities for professional development, networking with the international community, and spotlighting the great literacy endeavors from Kentucky.

Relevant studies outlining the effectiveness of Reading Recovery 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](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](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: 2014 Frankfort Teacher Leaders' (TL) visit to Senate Floor with Senator David Givens of Monroe County;

Dr. Lindy Harmon, Carmen Amato, Representative Derrick Graham, Vikki Hall, Beth Magsig, Dr. Judy Embry; TL Graduation 2014 at Spindletop;

2014 TL Class: Beth Magsig, Heather Wright, Allison Henry, Amy Goodenough, Dr. Lindy Harmon

"Our Reading Recovery teachers not only work with students one-on-one, they also teach small groups and oversee interventions at every grade level. They work with classroom teachers and paraprofessionals, offering help in how to teach struggling readers...As you look at what you're going to spend money on, there's not a better investment than Reading Recovery training."

- Administrator,  
Bourbon County

"My child has learned to read! He has become confident and eager to learn. His overall grade point average has increased. Thank you so much for changing by child's life."

- Parent, Floyd  
County

"Now, I am prepared to be their advocate. ...Reading Recovery has given me the knowledge I need to pull out every strength and build upon them. Without Reading Recovery training I would have been defeated by those students. Now I am determined because I know I can make a difference."

- Teacher,  
Madison County



# ELEMENTARY LEVEL



## 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.

## Kentucky Reading Project



The Kentucky Reading Project (KRP) is one of the hallmark initiatives of the Collaborative Center for Literacy Development (CCLD) that was established by state legislation in 1998. More than 15 years later, KRP continues to offer high quality, rigorous professional development in literacy instruction, intervention, and integration of family engagement to public elementary (K-5) teachers in the state. Held at each of the eight state universities, literacy faculty members at each institution deliver the instruction and conduct the coaching visits made to each participant's classroom during the school year. The National Center for Families Learning, a collaborative partner of CCLD based in Louisville, provides additional training to KRP participants in how to engage families in literacy instruction.

The yearlong, graduate-level course focuses on the knowledge and application of research-based instructional practices. Eleven key concepts support the comprehensive literacy approach that is the foundation of KRP:

- Applying theory and research to meet the needs of all students
- Addressing equity and diversity issues and their impact on literacy instruction
- Providing assistance to struggling readers
- Using phonemic awareness, phonics, and word recognition strategies to develop fluency
- Identifying processes and strategies for teaching reading comprehension using a variety of texts and technologies
- Integrating and understanding the relationship of reading and writing
- Teaching reading and writing across the curriculum using a variety of texts and technologies
- Using formal and informal assessments to inform instruction
- Designing and managing a comprehensive literacy approach
- Emphasizing family engagement in literacy
- Focusing instruction on literary, informational, persuasive, and practical/workplace reading as identified in the Kentucky Program of Studies and Kentucky Core Academic Standards

KRP Participants may receive three graduate credit hours, tuition, a stipend, and professional resources - all at no cost to schools or districts. During the 2013-2014 school year, KRP trained approximately 125 teachers in over 60 schools and 30 districts.

## Leadership

One of the important outcomes of KRP has been the leadership opportunities it has afforded its participants. KRP cultivates confidence and professionalism by developing teachers who are informed decision-makers in the educational process. This creates teachers who are ready and willing to take on leadership roles in their school, district, and the state. Many KRP participants have gone on to take positions as principals, district professional development and curriculum coordinators, team leaders, superintendents, and even Associate Commissioner at the Kentucky Department of Education. As well, many teachers have given professional development sessions in their schools and districts and at state and national conferences of many literacy-related professional organizations.

## Empowerment

KRP empowers the educators who participate by developing their literacy expertise so that they can assist all learners in their classrooms to achieve their full potential. By learning strategies and using them intentionally in their instruction, teachers can meet the needs of every student in their classrooms. This expertise enables them to increase the rigor of their instruction and provides the support their students need to achieve at high levels. In this way, KRP participants help students become college and career ready as they prepare them for future success.



Cary Pappas



## Growth and Change

Working as partners, universities and schools can articulate and promote effective school reform. Through the professional development offered in KRP, Kentucky's eight state universities can train teachers in standards-based, effective strategies that can transform the teaching and learning practices in their classrooms. Research indicates that teachers learn best from other teachers. KRP provides an environment where this happens systematically under the guidance of expert literacy professors. Teachers practice self-reflection during the yearlong KRP, helping them refine their classroom practice to ensure that every student has the opportunity to learn and succeed. As well, the professional learning community that develops during the summer institute and the follow-ups throughout the year increases literacy collaboration and communication among teachers.

## PGES and Coaching

The Kentucky Department of Education is designing, developing, and field testing a new statewide Professional Growth and Effectiveness System (PGES). It is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth. The KRP directors are incorporating the PGES framework into the common curriculum of KRP. The coaching visits made during the academic year are an integral part of the KRP experience as the directors offer assistance and guidance helping the teachers grow professionally as they implement what they learned during the KRP summer institutes in their classrooms.

## Other Highlights

In March 2014, Dr. Brenda Overturf, a well-known literacy expert and author, was the keynote speaker at the Share Fair, the culminating event of KRP, in Lexington. The Share Fair is the state's only K-12 educator-led professional development event focused on literacy. Teachers participating in KRP joined with teachers from the Adolescent Literacy Project to present their Literacy Action Plans in poster and roundtable sessions, sharing the successes and challenges of implementing them in their classrooms. Dr. Overturf also conducted a workshop on vocabulary with two teachers, Leslie Montgomery and Margot Holmes Smith, who co-authored a book with her that grew out of their participation in KRP. The workshop was open to all educators in central Kentucky and was co-sponsored by KRP, the Kentucky Reading Association, and the Kentucky Writing Project.



Clockwise from top: Western Kentucky University KRP cadre; Poster session at Share Fair; Eastern Kentucky University KRP cadre (center); University of Louisville KRP cadre; Kentucky State University KRP cadre

*"They (my students and teachers) are going to get a better teacher and co-worker. It has made me really self-reflect on teaching. It has been a humbling experience. I cried as I wrote this reflection knowing as much as I do now."*

- Murray State University KRP participant

*"I have never been through such a wonderful, rewarding, and intense learning opportunity. Thank you for the wonderful professional environment these last two weeks."*

- Kentucky State University KRP participant

*"I loved this training...a wealth of information that I can utilize and share with other teachers on my team and the school as a whole."*

- Morehead State University KRP participant

*"This is the only training I have had that I felt like I could walk into a classroom the next day and rock someone's world!"*

- Eastern Kentucky University KRP participant



# SECONDARY LEVEL



## Adolescent Literacy Project

In its fourth year, the Leveraged Adolescent Literacy and Learning Initiative went through a restructuring and was renamed the Adolescent Literacy Project (ALP). ALP provides high caliber, intensive, literacy professional development for secondary teachers and administrators. ALP served middle and high school teachers and administrators through all eight state universities in 2013-2014. With over 180 educators participating, ALP reached 66 schools in 30 districts across the Commonwealth.

### Professional Communities

ALP groups met for their summer academies in June and July, 2013. The sites focused on the Kentucky Core Academic Standards (KCAS) for content area literacy on behalf of college and career readiness. University faculty directed the summer academies and invited literacy consultants to model numerous reading, writing, listening, and speaking strategies. Participants developed action plans to apply during their school year. ALP included technology sessions to introduce educators to the latest online educational tools. Kentucky State University incorporated online modules to enhance their summer academy, and several university sites included web-based networks that created professional learning communities around the state. In addition to virtual contact throughout the school year, university faculty visited participants for additional follow-up and mentoring, as needed.

This year, Eastern Kentucky University, University of Louisville, Northern Kentucky University, and Murray State University expanded their high school educator participation. The University of Louisville targeted persistently low-achieving schools in Jefferson County. Participants from these schools created schoolwide literacy plans and used their plans to lead their colleagues in strategic professional development. The University of Kentucky focused on Social Studies and Language Arts teams from area middle schools. Morehead State University hosted their ALP offsite for Pike County educators.

### WKU Summer Reading Academy

Western Kentucky University's (WKU) ALP consisted of a Summer Reading Academy (SRA) through a dedicated partnership with Glasgow Independent School District. The SRA provided a clinical setting whereby teachers could focus exclusively on literacy instruction. The Academy served as a vehicle for teacher professional development that began with face-to-face training for three full days prior to the SRA. Each week, teachers met with the whole group including WKU faculty to debrief and share successes. The professional development was a longterm, job embedded opportunity.



Erin Wobbekind



Murray State University  
ALP summer academy



University of Kentucky ALP summer academy



Northern Kentucky University  
ALP summer academy



## Networking

ALP culminated with the annual Collaborative Center for Literacy Development (CCLD) Share Fair, the state's only K-12 educator-led professional development event focused on literacy. ALP participants joined the Kentucky Reading Project participants in March 2014 to share the strategies they learned during their summer academies and implemented in their classroom throughout the year. Through poster sessions and roundtable discussions, educators shared successes, challenges and outcomes in their literacy instruction that resulted directly from their participation in ALP.

## Impact

An ALP participant from Northern Kentucky University joined her director at the International Reading Association conference to share her literacy plan. The presentation focused on strategies for finding evidence in writing.

CCLD conducted interviews with ALP participants at the conclusion of their summer academies and then followed up at the end of the year with a survey about their yearlong experience. All participants stated that they would attend again, and most would recommend to others. Comments included positive feedback about all the academies. Participants especially enjoyed the hands-on nature of the training, the time they had to process and think about real-life applications, and the educational community that ALP created. Participants attributed ALP to a new enthusiasm in the classroom and touted the new strategies learned as a direct benefit to their students' learning. They stated that their students were more confident and were reading and writing consistently in a content subject area that they normally don't. Students were more accountable and were provided deeper, more rigorous reading instruction because of ALP.



Clockwise from top: Eastern Kentucky University ALP cadre; Morehead State University ALP cadre; ALP participant at Share Fair (center); University of Louisville ALP cadre; Kentucky State University ALP summer academy

*"The thinking doesn't stop here. It continues and you work on these ideas (learned at ALP) all year. It's professional, it's all part of your personal development, it doesn't have one day and stop. It's for the rest of your career."*

- University of Louisville ALP participant

*"We were such a part of it. It was our learning process and it was something that we had ownership of. We felt a whole lot more responsibility for it. I feel so much better about the last two weeks than anything in my 20 years of teaching actually; and anything in many of the classes I had, semester long classes I had. I think I learned more here than I have in a long time."*

- Murray State University ALP participant

*"This is the best (PD) I've ever been to. The most hands on and most complete. It's a springboard for everything I want to teach."*

- Northern Kentucky University ALP participant

*"This has been the best training that I've had in my fifteen years (of teaching). I'm tickled to death with it. It was a wonderful program. The things that I'll take away from it are so valuable to me."*

- Western Kentucky University ALP participant



# ADULT LEVEL

## Kentucky Adult Education

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 four major initiatives:

- CCLD implemented the third year of a national adult education professional development model, adapted by KYAE, to assist Kentucky adult educators in creating and delivering standards-based instruction. The model included Innovations Three and Four of the Standards-in-Action: Innovations in Adult Education process.
  - ◇ The Third Innovation assisted educators in collaborating to examine student assignments against the rigor of the Common Core State Standards (CCSS). The professional development curriculum provided teachers with tools to work in learning communities in order to create rubrics to assess units of instruction, engage in formative assessment, and use critical friends groups to examine and ratchet up student activities. Participation included 198 instructors and program directors.
  - ◇ The Fourth Innovation provided program directors with processes and tools to observe standards in action. Program directors observed instruction and held meetings with instructional staff to identify strengths and determine professional development needs. Participation included 45 program directors.
- CCLD created facilitator guides, complete with tools and materials, to assist other states in implementing Common Core Standard professional development. The guide includes videos that were developed in partnership with KET. The guides may be accessed on the PBS LearningMedia website and on the KYAE website.
- CCLD partnered with individual, KYAE-funded programs to identify needs in instruction and student achievement and provide assistance, resources, and tools to meet those needs.
- CCLD held two English Language Arts Collaborations. The collaborations provided instructors with the opportunity to work together to produce standards-based instructional lesson plans to be shared statewide. Twelve instructors met from across the state to collaboratively develop lessons aligned with the CCSS and the 2014 GED® Testing Targets.



Lincoln County Adult Education Center

**KENTUCKY**  
**Adult Education**

  
*Your future starts here!*



### 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



# RESEARCH LEVEL



## Read to Achieve

Diagnostic and Intervention Services

### Read to Achieve Evaluation 2012-2013

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 2012-2013 RTA evaluation addressed both implementation and achievement. The implementation study included two components: (a) survey data gathered from all 321 RTA schools, and (b) observations and interviews in eight RTA schools and eight comparison non-RTA schools. The achievement study involved two sets of data: (a) 2011-2012 state reading assessment data (K-PREP) from all 321 RTA schools, and (b) fall and spring scores on Measures of Academic Progress (MAP, reading) for 148 RTA schools that administered MAP in their districts.

#### Key Findings and Recommendations

During 2012-2013, 14,570 students were served in RTA intervention programs for an average of 59.5 days during the school year. Classroom teachers and administrators view the RTA intervention program as a vital component of the literacy program at their schools. Educators noted the wide influence of RTA beyond the teachers and students who directly participate in RTA. Implementation findings indicated RTA schools outpaced non-RTA schools in the following areas:

- Availability of intervention services to struggling readers
- Availability of services in reading for English Learners
- Levels of training for interventionists
- Assumption of leadership roles by interventionists

Implementation areas in which RTA schools might improve include the following:

- Establishing well-defined processes and criteria for exiting students from RTA interventions
- Providing a different, more intensive intervention for elementary students after a period of time if insufficient progress is made in a reading intervention.

In RTA case study schools that were once low achieving, strong systems of intervention have been established and implemented. Therefore, expansion of RTA funding should be targeted toward schools in which high percentages of students demonstrate low reading achievement. It is important to note schools with the most effective systems for interventions had strong literacy teams with high involvement from the RTA teacher, classroom teachers, and administrators in decision making. Parents were involved in the RTA process at these schools. Schools should form inclusive literacy/RTA teams that include all classroom teachers, RTA teachers, and administrators to make decisions.

In terms of reading achievement, the vast majority of students receiving an RTA intervention achieved growth from Fall 2012 to Spring 2013 on the MAP assessment in schools that administered MAP. A large number of students who received RTA interventions in the primary grades achieved scores of “proficient” or better on the K-PREP assessment in third, fourth, and fifth grades. However, the number of years in RTA is negatively associated with achievement in third, fourth, and fifth grades. Interestingly, some RTA interventions were associated with higher average MAP scores and lower average number of days spent in RTA when compared to other interventions. These achievement findings suggest the following considerations for implementing RTA in schools:

- Focus resources on providing interventions for all students who demonstrate a need in kindergarten and first grade.
- Enact clear processes for exiting students from RTA interventions and implement multi-tiered approaches to providing more intensive interventions for students for whom the RTA intervention is not sufficiently beneficial.
- Ensure RTA interventions are short-term, appropriately intensive, and beneficial for students.



Jo Davis



Melissa Murphy



Letao Sun



Qi Xiaoliang



## 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

Professional development that focused on the CRIOP was provided for 27 classroom teachers in four elementary schools in central Kentucky. The yearlong professional development included school and project-wide training sessions along with school- and classroom-based coaching. Effects of the evaluation were investigated through pre- and post teacher surveys, classroom observations using the CRIOP, teacher interviews, and student assessments.

### Effects of the Professional Development

- Student achievement in reading and math for students in participating teachers' classrooms, as measured by Measures of Academic Progress (MAP) and ThinkLink assessments, improved significantly from fall to spring of the school year. Reading and math scores for English
- Learners increased significantly, with many of these students gaining more than one year's growth. Teachers who implemented the CRIOP at high levels yielded higher achievement than teachers who implemented the CRIOP at low levels (see Figure 1).
- Fall and spring classroom observations using the CRIOP as an evaluative tool to measure teachers' culturally responsive practices indicate that teachers' implementation of culturally responsive instruction was significantly higher as a result of participation in the professional development (see Figure 2).
- Teachers' self-efficacy for implementing culturally responsive instruction increased significantly, as demonstrated by participants' survey responses on the Culturally Responsive Teaching Survey (Siwatu, 2007; see Figure 3).
- Teachers who participated in the professional development reported that they observed improved student learning, increased student engagement, and enhanced classroom relationships as a result of culturally responsive instruction in their classrooms. These teachers also expressed that their own learning had increased, that their instructional planning and practices for facilitating student engagement and learning benefitted, and that instruction for English Learners had improved.
- Participating teachers described the following challenges with implementation: language barriers in communicating with English Learners, facilitating family involvement, and imposed constraints in planning and implementing culturally responsive instruction.



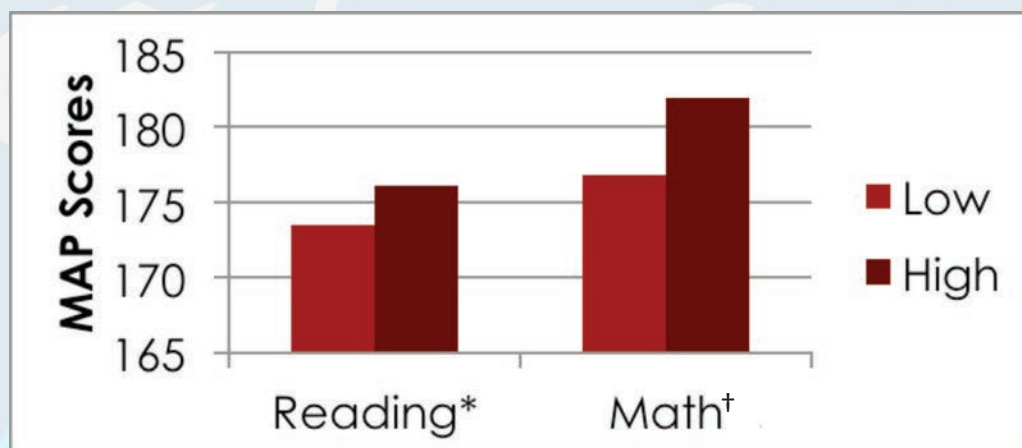
Susan Cantrell



Pam Correll



Figure 1. Effects of CRIOP Implementation on Student Achievement



\*  $p < .05$ , †  $p < .001$

Figure 2. Teachers' Implementation of CRIOP from Fall to Spring

Teachers' CRIOP scores were significantly higher at the second observation, Wilks's  $\Lambda = .67$ ,  $F(1, 22) = 13.64$ ,  $p = .001$

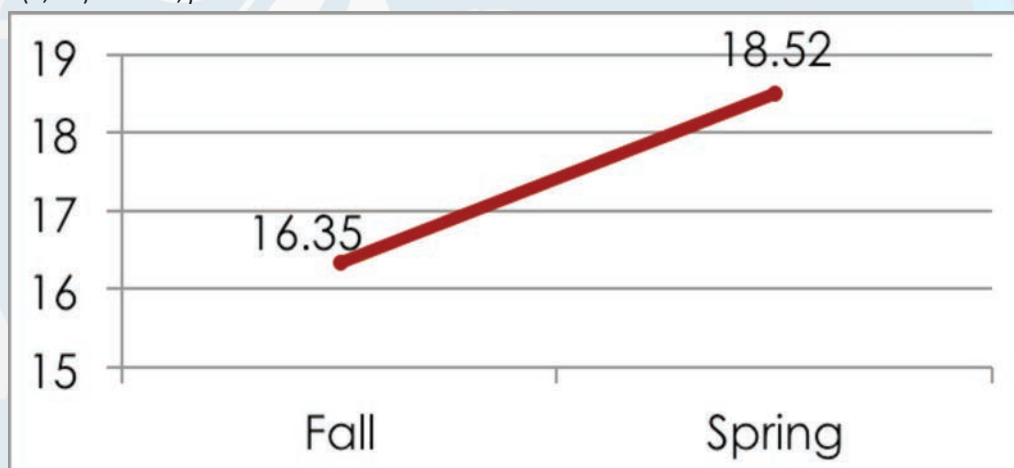
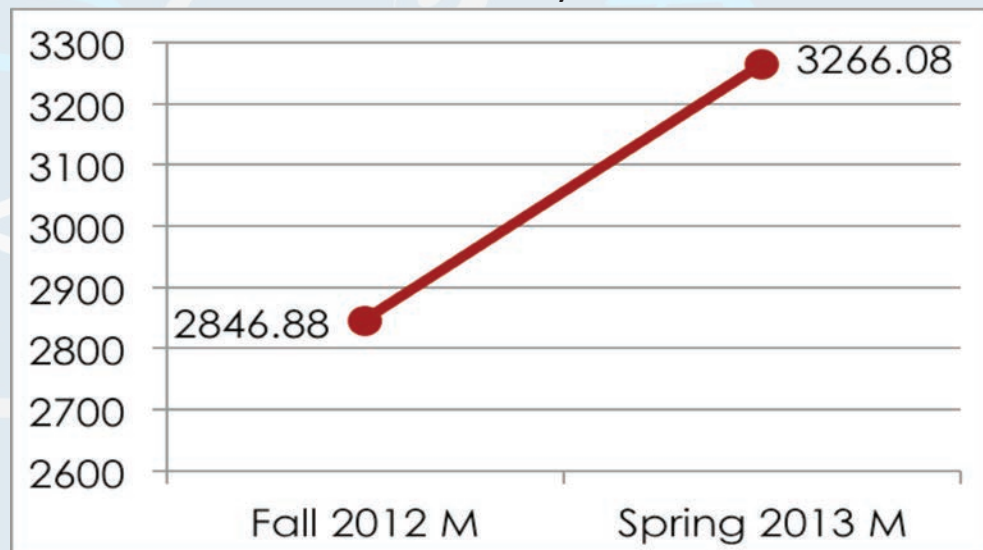


Figure 3. Teachers' Self-efficacy for Culturally Responsive Instruction  
Pre and Post Survey Results



\* Change in mean = 419.20,  $p < .001$

## 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.

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# OPERATIONS LEVEL

## Collaborative Center for Literacy Development (CCLD) 2013-2014 Budget

### CCLD General Budget

Academic Professional Development and Initiative Development	\$ 72,468
Adolescent Literacy Project (formerly the Leveraged Adolescent Literacy & Learning Initiative)	400,707
Administrative Costs	101,520
CCLD Research	253,509
Clearinghouse & Communications	88,162
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	480,582
National Center for Families Learning	43,853
Personnel Support	249,923
Physical Operations	<u>100,251</u>
<b>Total CCLD General Budget</b>	<b>\$1,790,975</b>

**Total Reading Recovery General Budget** **\$1,769,131**

### CCLD Grant Funded Initiatives

Culturally Responsive Instruction Observation Protocol (CRIOP) Grant through Georgetown College	73,595
Investing in Innovation (i3) Grant through The Ohio State University (Reading Recovery)	209,549
Kentucky Adult Educators (KYAE) Grant	279,340

**Total CCLD Grant Initiative Funding** **\$ 562,484**

**TOTAL CCLD 2013-2014 FUNDING** **\$4,122,590**

*(Does not include encumbrances or late funding)*



Paul Brown



Jane Gardner

www.kentuckyliteracy.org



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CCLD is housed and operated by the University of Kentucky