

**Collaborative Center for  
Literacy Development:  
Early Childhood  
Through Adulthood**

COLLABORATIVE CENTER FOR  
**LITERACY**  
DEVELOPMENT

**2019 Annual Report**



## CCLD's Five Principles

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





## What Kentucky Needs Now More Than Ever

For 21 years, the Collaborative Center for Literacy Development (CCLD) has been supporting students, families, teachers, schools, and communities with evidence-based approaches to effective reading and writing. Here are just a few of our “Big Hits” from our 2018-2019 year.



**George Hruby**

### **The Kentucky Reading Project: Now in Multiple Formats**

The Kentucky Reading Project (KRP) provides K-5 teachers with quality, evidence-based professional development of sufficient intensity and duration to change teachers’ instruction. And that changes how well students read and write, and how well they do on their reading tests. The evidence clearly shows that by the end of a school year, students who have had a KRP-trained teacher are more likely to read at Proficient and Above, and less likely to read at Novice than similar kids who haven’t had a KRP-trained teacher. It further shows KRP’s effect on students is sustainable for at least 5 years (which is as long as we have been able to study it).

KRP is so successful it is being adopted as part of the professional growth programs for elementary teachers employed by the Kentucky Department of Education (KDE) and several state districts and educational cooperatives. For instance, KRP is now being matched to KDE’s Read To Achieve program to support early core reading instruction K-3. It is being used at the elementary and early childhood levels as part of Kentucky’s grant-funded Striving Readers Comprehensive Literacy efforts. KRP is also being matched to district-level elementary teacher professional growth programs across the state and is being included in modified form in local early literacy preparation programs. Good ideas are amenable to multiple adaptations!

KRP’s secret ingredient is that it relies on top literacy education faculty from all eight of our state universities, as well as the good folks at the National Center for Families Learning, to facilitate professional growth in teachers, expanding their repertoires of effective teaching practices, methods, units, and strategies. Over 20 years, KRP has reached 4,559 teachers, who in turn have improved innumerable students’ reading ability. Cost-effective and teachers love it: two objectives most professional growth models cannot claim. What’s not to like?!

### **Reading Recovery in Kentucky: Jewel in the Crown**

Reading Recovery in Kentucky is a reading intervention model for 1st grade students who need support to catch up to their peers in reading. It is based upon research-supported practices, explicit structured instruction, and rigorous university-based training of Reading Recovery teachers and teacher leaders.

According to the Institute of Educational Sciences (IES) at the US Department of Education, Reading Recovery is the most evidence-based reading intervention program for 1st grade reading intervention. Simple truth: Reading Recovery has had more studies done on it that qualify as evidence-based in support of its effectiveness, and that demonstrate higher levels of effectiveness, than any other reading intervention program, according to the US Department of Education’s *What Works Clearinghouse*.

Today, Reading Recovery in Kentucky is possibly the most successful example of statewide Reading Recovery anywhere in the US. Several of our CCLD staff have held top leadership positions in the Reading Recovery Council of North America, including as president (twice), treasurer, committee members, guest speakers, and president of the North America Trainers Group. Another example of Kentucky leading the nation in literacy education.

### **Support for Other Evidence-based Interventions**

Although Reading Recovery may be the best 1st-grade evidence-based research supported intervention program in the US, it is not the only evidence-based program, nor is it designed for readers who struggle at other grade levels. Programs that have evidence-based support for their efficacy, such as Leveled Literacy Intervention or Early Intervention in Reading, have also been supported by CCLD.

### **Comprehensive Intervention Model**

A newer approach to systematic reading intervention K-3 is the Comprehensive Intervention Model. Designed in accordance with the principles and developmental science that informs Reading Recovery, it shows great promise in training a new fleet of top-quality reading intervention professionals for the schools. Because of its “youth” as a program, it does not yet have the evidence-basis of our other programs. But new research coming from the United Kingdom suggests the evidence will be forthcoming soon. In the meantime, CCLD is glad to offer this to schools and districts in conjunction with Reading Recovery.

### **Dyslexia Remediation**

Defined as a neurobiological deficiency related to phonological processing and impacting students’ decoding skill development, students with dyslexia are rare, but difficult to assist with typical school assessments and interventions. An unfortunate amount of false information has been disseminated about dyslexia on behalf of product marketing.

CCLD has been involved for several years in promoting credible policies and practices for students who struggle with dyslexia. CCLD worked on KDE's dyslexia task force, issued white papers to guide those creating dyslexia policy and legislation, and most recently has designed an online instructional unit to drop into pre-existing literacy education courses at the University of Kentucky to meet the requirements for teacher preparation set forth in KRS 164.304. We hope to make it available soon to all eight state universities and directly to teachers in the school districts for professional development credit.

### Adolescent Literacy Project

"Every teacher a teacher of reading," is the mantra that disciplinary literacy education professors advocate. This is because, regardless of the subject being taught, texts are always involved. Sometimes these texts are traditional textbooks, worksheets, assessments, or readings. Other times the texts take the form of online videos, podcasts, or mini-lectures in the classroom. In each and every case, improved literacy awareness and instruction facilitates learning.

### Early Language and Literacy Project

If every teacher is a teacher of reading, it is more obvious that every teacher is a teacher of language. Language is the primary medium of human communication and thought. As the famous Simple View of Reading has it, Reading (as measured on a reading comprehension test) is the product of Decoding Skills and Language Comprehension ability ( $R = D \times C$ ). Alternative forms of symbolic representation (math, iconography, and, yes, even art and sport) are explained and taught through language.

Language is so ever present, we take it for granted. We often forget its crucial importance in learning to read. When spotting someone with unusual or ineffective language skills, people often look past the language and assume a difference or disability in the person. Yet research over the past four decades clearly shows that atypical language development is usually the result of the language environments in which children are born and raised. It is hard to learn a language you do not hear a lot of or have had less opportunity to practice and get helpful feedback on. Children who learn a different language or dialect than what is favored in the schools are at a disadvantage, as well, but it is a disadvantage created by school standards insufficiently respectful of the diverse linguistic identities children bring from home, not a disability of the child.

Educational efforts to support language development in children's earliest years is imperative, which is why CCLD has developed the Early Language and Literacy Project to assist communities and parents. CCLD is delighted that so many people and organizations across the Commonwealth and beyond have joined us in understanding the importance of early childhood language and literacy development.

### CCLD Research and Evaluation

Working closely with the University of Kentucky's Evaluation Office, CCLD continues to do research on pressing literacy questions, and as required by regulatory statute. Meeting the latter requires annual reports on KDE's Read To Achieve program (RTA). Heading into our third year of a four-year research cycle on RTA, the benefit of RTA for children struggling to be the best readers they can is clear; the costs are well worth it. When will Kentucky close the gap and provide RTA to all of our elementary schools, not just the 301 currently?

### Funding the Future through Literacy

Every educational truth we know but fail to support is a debt placed upon our children's future. And eventually that debt comes due. Defunding education—and great programs like RTA, or those offered through CCLD—is worse than eating our seed corn. It is denying our children, their families, and their communities the opportunity to excel as readers, thinkers, communicators, and makers. Let us maintain the success Kentucky has demonstrated in reading as a result of wise policies and investments made by our legislators. Let us earn the gratitude of future generations.

Sincerely,



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

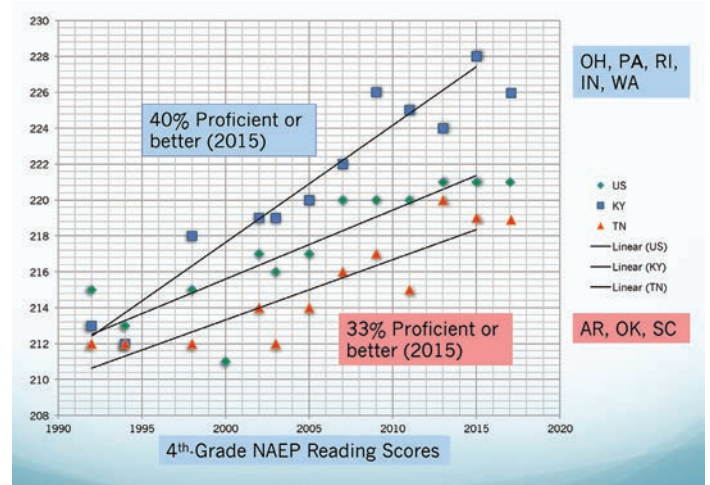


Figure 1. Growth of Reading in Kentucky

## Early Childhood

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

### Early Language and Literacy Project

Building on the previous year's collaborative Early Childhood Kentucky Reading Project pilot model in Wayne County, CCLD ramped up the initiative to offer a more comprehensive version - the Early Language and Literacy Project (ELLP). The result was a yearlong initiative that follows CCLD's Kentucky Reading Project and Adolescent Literacy Project models through an intensive summer institute and follow-up visits during the academic year. The target audience was early childhood education professionals and paraprofessionals who work with young children ages birth to five. The 2018-2019 iteration was possible through the federal Striving Readers Comprehensive Literacy (SRCL) grant received by the Kentucky Department of Education (KDE) and awarded to school districts throughout the state. The SRCL grant is based on a birth-through-adolescent foundation of literacy professional development. One of the key components of the grant is a strong focus on early literacy efforts for the youngest of learners.

ELLP was one of the early childhood options districts could choose to provide intensive professional development for their district staff, as well as community partners who provide services to children in the designated district's feeder system. The collaboration between districts and communities provided an opportunity to expand ELLP's impact. The cadre included 60 participants representing 15 school districts; the constituency included individuals from district preschool and kindergarten classrooms, family resource centers, Head Start, private day care entities, and public libraries. The wide array of backgrounds and personnel functions among the participants allowed for great opportunities of learning, sharing, and networking that resulted in creative innovation and stronger bonds between districts and their communities for the purpose of early literacy education and family engagement.

Participants concluded the initiative by presenting their Learning Action Plans at the statewide CCLD annual Share Fair in April, an opportunity many of the early learning professionals had never experienced prior in their careers. Participation in the project has led to leadership roles for some of the participants. The 2019-2020 cadre of the ELLP initiative through the SRCL grant will include first year alumni who desire to expand their leadership and coaching skills.



*ELLP 2018-2019 Cadre in action*



### Imagination Library - Kentucky Project

CCLD spent four years investigating and developing a plan to initiate a pilot project focused primarily in southeastern Kentucky with Dolly Parton's Imagination Library. An expansion of the endeavor was made possible through the SRCL grant. The project is based on the premise of children from birth up to age five receiving a book per month in their homes. Access to rich print is important in a child's emergent literacy and language development in these formative years. The book dissemination project is being enhanced with videos created around the books that include strategies and resources for families to use with their children. The target audiences for these videos are children and their families. Each video includes literacy tips and strategies for families to engage in together as they read books received through the initiative. These innovative videos have received positive acclaim and have been viewed nationwide. A research component is being developed that will explore the potential benefits and impact of the initiative. The long-term desire is to create a sustainable model that may be expanded to all areas of the state. Nearly 11,000 children received 28,148 books through the 2018-2019 fiscal year. The KY Imagination Library Project videos may be found at: [www.kentuckyliteracy.org/imagination-library](http://www.kentuckyliteracy.org/imagination-library). With KDE's permission, the ELLP and Imagination Library project have been combined into a unique initiative offering for the SRCL grant, utilizing the professional development delivery model and the book dissemination efforts to support educators, community partners, and families in early language and literacy development.



### Strong Start Kentucky

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



*"This is the best PD experience I have ever had in my entire teaching career. I got so much out of it that I can use everyday. It has opened my eyes for not only my instruction, but more so the expectations I have for my students."*

- ELLP Participant, Martin County





## 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 2018-2019 school year, intervention services were provided by 384 Reading Recovery teachers and 20 Reading Recovery Teacher Leaders to 2,739 first-grade children in 267 schools within 84 school districts. The number of students that reached the average range of their classrooms was 1,662. There were 445 students that were recommended for further instructional support. Dr. Marie Clay, founder of Reading Recovery stated, "If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn."

### Advocacy

The Reading Recovery University Training Center (UTC) continues its endeavor with the Reading Recovery/Comprehensive Intervention (CIM) Strategic Plan. The Statewide Strategic Plan includes growth in three main areas of concentration: Outreach, Expanding access to the Comprehensive Intervention Model, and Expanding access to Reading Recovery & Literacy Lessons.



**Judy Embry**

During 2018-2019, as part of the Statewide Teacher Leaders' Strategic Plan, Reading Recovery UTC educators advocated and supported a large number of Behind the Glass observations for district personnel, parents, community leaders, classroom teachers, legislators, and civic group leaders. Behind the Glass lessons were observed by State House Representatives George Brown, Jr. (Fayette County), Cherlynn Stevenson (Fayette County), Derek Lewis (Clay, Laurel, Leslie Counties), Robert Goforth (Jackson, Laurel, Madison Counties), James Tipton (Anderson, Bullitt, Spencer Counties), Travis Brenda (Garrard, Madison, Rockcastle Counties), and Tim Moore (Grayson, Hardin Counties). Additionally, Reading Recovery visits in Frankfort or home districts were provided to 8 Senators and 24 Representatives across the state.



*RR personnel with Sen. Robert Stivers*



**Lindy Harmon**

Kentucky's Superintendent of the Year, Emmanuel 'Manny' Caulk of Fayette County Schools observed a Reading Recovery lesson in Spring 2019 and accepted a seat as a Partner Representative on the Reading Recovery Council of North America's Board of Directors.

### Leadership

Kentucky is well represented at the national level in Reading Recovery. Drs. Judy Embry and Lindy Harmon belong to the North America Trainer's Group (NATG), which serves as the academic repository of Dr. Marie Clay's research in Reading Recovery. Dr. Embry continued service on the Executive Committee, and Dr. Harmon continued service on the Implementation Committee. Dr. Embry is currently the President of the North America Trainer's Group representing Canada and the United States. During 2018-2019, Drs. Embry and Harmon continue to hold positions on the Reading Recovery Council of North America Board of Directors.



**Debbie Thurmond**



*RR Teacher Leaders with Fayette County Superintendent Emmanuel 'Manny' Caulk (left) and Representative Travis Brenda (right) during Behind the Glass lessons*



## Carnegie Foundation for the Advancement of Teaching

Reading Recovery has partnered with the Carnegie Foundation for the Advancement of Teaching to learn how to improve the work and reduce the number of students needing long-term support in reading and writing. Students in schools have a variety of backgrounds, experiences, and diverse needs, so the need to improve the work with the lowest-achieving students has become paramount to maximizing student success. Reading Recovery is engaging in improvement work to close the gap and help students recover the trajectory of their learning to achieve grade level proficiency.

Drs. Embry and Harmon represented the University of Kentucky Training Center and North American trainers during the Fall 2018 Carnegie working sessions held on the campus of Stanford University in Palo Alto, CA. Dr. Amy Smith (Madison County) represented Teacher Leaders from the University of Kentucky UTC and across North America. Drs. Harmon and Smith continue to represent Kentucky well by serving on the Carnegie Leadership Hub. This group will be using disciplined cycles of inquiry to focus on variation in performance and to design and measure change ideas which will consistently produce positive outcomes for diverse students being taught by different teachers in varied schools and systems.

## Literacy Lessons®

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

## Technology

The University Training Center continues to utilize technology in the training of Teacher Leaders. During the 2018-2019 school year, most training sites across the state began utilizing technology for training new teachers and continued professional learning for trained teachers. Teacher Leaders are finding new ways to use technology for school visits and colleague visits using the Zoom platform, data monitoring using Google Drive, and even began using technology to do the Behind the Glass lessons. These technology platforms reduce travel expenses and time away from students, as well as free up additional learning time for teachers who were able to complete in depth studies of both the learning of average children and hard to accelerate students.

## Research

### *Demographic Impact Report*

One of the many wonderful things about working with the Carnegie Foundation is the focus on looking at data in new and different ways. This year Reading Recovery UTC reviewed our demographic data and found the following: 17% of all Reading Recovery students are African American and 73% reach grade level expectations; 9% are ELL students and 79% reach grade level expectations; 50% of all Reading Recovery students are Free/Reduced Lunch; and 82% reach grade level expectations (Table 1).

	Percent of All Students	Percent Successful
<b>African American</b>	<b>17%</b>	<b>73%</b>
<b>ELL</b>	<b>9%</b>	<b>79%</b>
<b>Free/Reduced</b>	<b>50%</b>	<b>82%</b>

*Table 1. Kentucky's Reading Recovery Demographic Data, 2018-2019*

### *Classroom Teacher Professional Learning Pilots*

This coming year will see the first pilots for a classroom teacher professional learning model in Fayette and Madison Counties. The pilots will explore Clay's theories of reading and writing and help classroom teachers and support personnel in Reading Recovery schools use this theoretical knowledge in practical ways to help students of various levels make accelerated gains. They will also build shared understanding and improved, coordinated practice with Reading Recovery teachers.



*RR Teacher Leaders at Teacher Leader Institute*



Recent studies outlining the effectiveness of Reading Recovery as an intervention include:

- Advances in Research on Reading Recovery [Special issue]. (2016). *Journal of Education for Students Placed at Risk*, 21(1).
- Allington, R. (2005). How much evidence is enough evidence? *The Journal of Reading Recovery*, 4(2), 8-11.
- 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)
- May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., Anderson-Clark, H., Schiera, A. J., Blackman, H., Gillespie, J. N., Cecile, S. (2014). An evaluation of the i3 scale-up of Reading Recovery. <http://readingrecovery.org/reading-recovery/research/effectiveness/i3-scale-up-evaluation>
- Reading Recovery Council of North America Review of Research. <http://readingrecovery.org/reading-recovery/research/reviews-of-research/usde-agency-reviews>
- 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.



*Reading Recovery personnel as literacy advocates at the State Capitol, including visits with (from clockwise from top left): Rep. John Carney, Sen. Morgan McGarvey, Sen. Reggie Thomas, Sen. Alice Forgy Kerr, Rep. Regina Huff*



# 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 CIM Intervention portfolios provide teachers with structured predictable lesson components and established routines for daily instruction. Dr. Linda Dorn (University of Arkansas-Little Rock) designed the framework to assist the CIM teachers in problem solving and decision making using data with selecting children's books, prompting for strategies, and teaching for independence and transfer. The CIM portfolio includes a collection of seven evidence-based interventions (Grades K-5) from Dr. Dorn's *Interventions that Work* series:

- Reading Recovery
- Guided Reading Plus Group
- Assisted Writing – interactive writing group
- Assisted Writing – writing aloud group
- Writing Process Group
- Comprehension Focus Group – genre units of study
- Comprehension Focus Group – content units of study

During the 2018-2019 school year, the CIM small group intervention services were provided by 20 CIM Coaches and 242 CIM Specialists to primary children (K-3) in 204 schools within 77 school districts. The University Training Center trained six new CIM Coaches in 2018-2019 following up their training as Reading Recovery Teacher Leaders in 2017-2018.



*Drs. Judy Embry and Lindy Harmon  
with CIM Coaches*



*Reading Recovery UTC Teacher Leader  
graduation and retirement celebration*

## Kentucky Reading Project

For more than two decades, the Kentucky Reading Project (KRP) has remained committed to advancing students' literacy achievement through high-quality teacher professional development. Rather than falling prey to "flavor of the month" agendas from well-meaning but ill-advised sources, KRP has steadfastly provided the kind of professional development that focuses on making teachers' instructional skills and problem-solving abilities more effective in the service of their students. The kind of systematic, intensive professional development provided by KRP has stood the test of time. To those critics who say that KRP has not changed with the times, instead should say that KRP has resisted changing just for change sake, when the evidence clearly points to research-based practices that have proven effective over the years. Using the expertise of literacy faculty at all eight state universities, KRP grounds teachers in time-honored practices and upholds the belief that teachers know their students (and themselves) better than anyone else. Ongoing support and encouragement from College of Education faculty statewide also enables teachers to make significant changes in their teaching practice for the benefit of their students. Teachers have always known what their students need – but sometimes they need guidance and the resources to answer these needs.

The collaboration among the eight state universities, the National Center for Families Learning (NCFL), the Kentucky Department of Education (KDE), and various other educational and governmental organizations has remained strong over the past 20 years. This is because all these entities share a fundamental belief in scientifically demonstrated research findings as the basis for sound literacy instruction and family engagement in that instruction. Due to the demonstrated success of KRP, KDE decided to offer KRP training to the RTA +1 teachers (KRP4RTA) as part of the requirements for the Read to Achieve (RTA) grant. An RTA +1 teacher participating in the KRP4RTA training at the University of Louisville site made this statement:

*"Even though I am a veteran teacher, I have learned about new research and teaching practices in all aspects of literacy that I can apply right away to my classroom. Also, I have bonded with a group of teachers that I would normally not meet. This has been a rich, transformational experience for me! I have heard so many great things about KRP, and now I know why. Thank you for allowing me to have this experience!"*

KRP and KRP4RTA professional development took place at various locations across the state in the summer of 2018 and at follow-ups throughout the year. Teachers involved in KRP also received a coaching visit from their KRP director. Following are highlights from these trainings:

**Eastern Kentucky University** (Dr. Stacey Korson, EKU, Dr. Nora Vines, University of Tennessee at Knoxville, and Dr. Natalia Ward, East Tennessee State)

**KRP4RTA:** To ensure that the needs of the teachers were met, the co-directors offered whole group, small group, and rotating sessions to offer relevant information most directly connected to their classroom needs. Based on the ongoing participant input, the summer institutes, as well as follow-up sessions, included a heavy focus on word study (*Words Their Way*), guided reading, and writing instruction.

**Kentucky State University** (Dr. Patricia Higgins, KSU, and Dr. Tiffany Wheeler, Transylvania)

**KRP4RTA:** The goal of the summer institute was to promote critical thinking and collaboration and encourage participants to be open-minded about how children learn to read and comprehend. Teachers also explored the connection between students as readers and writers and the long-term effects of building lifelong literate citizens.

Through the workshop model of instruction, teachers looked at ways to facilitate student-led literacy instruction while providing explicit strategy and guided reading groups.



Cary Pappas

**Morehead State University**

**KRP:** (Dr. Rebecca Roach, Morehead State, Debra Craver, and Sarah Kelsey). In order to meet the needs of schools in the university's service region, the traditional KRP also included participants from Striving Readers and Read to Achieve. The participants attended a seven-day summer institute on the Morehead campus and four follow-up sessions that focused on reading strategies and activities, literacy action plans, and action research. Three follow-up sessions were held at Morehead State University (MSU), and the last at the Prestonsburg MSU Postsecondary Center where participants practiced their Share Fair presentations.





**KRP4RTA:** (Dr. Rebecca Roach, Jodi Blackburn, and Sarah Kelsey). MSU facilitated a KRP for both RTA +1 teachers and Striving Readers schools. During the seven-day summer institute, teachers were divided into three “home room” groups. In the morning, they met in home room with their directors. In the afternoon, they changed classrooms to attend a session which focused on one area of reading. Participants attended two follow-ups, the first at the main campus of MSU and the second on the Prestonsburg MSU Postsecondary Center, where participants practiced presenting their Share Fair presentations.

**Murray State University** (Dr. Jacqueline Hansen and Dr. Christina Grant, Murray State, and Holly Bloodworth)

**KRP and KRP4RTA:** The Murray State KRP joined forces with the KRP4RTA group to create a literacy community filled with choices and discourse around the pillars of literacy instruction. Building relationships within the group was a key aspect of making the group cohesive, and time was devoted to creating an environment where teachers felt valued and encouraged to share the things that were working for them in their own classrooms.



**Northern Kentucky University** (Dr. Lynne Smith, NKU)

**KRP and KRP4RTA:** The NKU KRP and KRP4RTA both focused on more and better ways to incorporate nonfiction into elementary, and particularly primary, classrooms. Incorporating nonfiction builds background knowledge, interests, and understanding of how fiction and nonfiction vary.

**University of Kentucky** (Dr. Mary Shake, UK, Debbie Carter, and Andrea Marcum)

**KRP:** Teachers began by analyzing the role of assessment in their weekly instruction and determined the key information available to them through assessments. Information was presented about the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing with a focus on the needs of English as a Second Language (ESL) students. More in depth information about ESL students was shared by Fayette County’s ESL Resource Specialist to enable the teachers to understand their ESL students’ strength and struggles.

**KRP4RTA:** Teachers learned to use collaborative learning strategies to examine various sections of given texts and articles in order to analyze and synthesize the most important reading and writing ideas presented. Next, the teachers used the ideas gathered to meet and discuss with their grade level teams how these ideas applied to their core program or lesson plans. Finally, the teachers used any relevant ideas learned to analyze their whole group, small group and independent practice instruction and determine changes to include in their Literacy Action Plan and then implemented throughout the coming school year.

**University of Louisville**

**KRP:** (Dr. Tasha Laman and Dr. Amy Seely Flint, UofL) Highlights included learning from and with George Ella Lyon as she facilitated a wonderful day-long session on: the power of writing to support reading; participating in Reading Olympics to understand the reading process; and reading and sharing young adult literature, children's titles, and professional books with each other over the course of the summer institute.

**KRP4RTA:** (Dr. Bianca Nightingale, UofL, and Carla Wilson). Teachers immersed themselves in reading strategies, the components of literacy, reading and writing workshop, book clubs, and teacher talk. George Ella Lyon inspired the teachers to be writers and challenged them to think about writing in their classrooms.

**Western Kentucky University** (Dr. Nancy Hulan, WKU, and Monica Gallagher)

**KRP:** The group engaged in discussion and exploration of differentiated literacy instruction, as well as small and whole group strategies to scaffold and engage learners. Individual speakers presented to the group on phonemic awareness, positive behavioral supports for small group instruction to work, comprehension instruction focused on Socratic seminars, close reading, and reciprocal teaching. In addition, the group engaged in literature circles, participated in a writing workshop with local author Hannah Carmona Dias, discussed ways to engage all learners- from striving to gifted, and how to engage families of students with NCFL.

**KRP4RTA:** This group of RTA +1 teachers studied ways to further enhance the literacy instruction in their own classrooms. Book studies surrounding guided reading, fluency instruction, phonics and phonemic awareness instruction occurred. In addition, visiting speakers presented on gifted education, behavioral considerations in literacy instruction, phonemic awareness, vocabulary instruction, and the gradual release of instruction in the form of Interactive Read alouds, Shared Reading, Guided Reading, and Independent Reading. Participants shared their own experiences in the classroom with one another and planned on ways to further engage their learners in literacy.

## Striving Readers Comprehensive Literacy Grant

CCLD was afforded the opportunity to provide professional development to various school districts through the federal Striving Readers Comprehensive Literacy (SRCL) grant received by the Kentucky Department of Education and awarded to school districts throughout the state. The grant listed the KRP model as one of the approved elementary options for quality professional development in literacy instruction. To help reduce confusion with the other two KRP initiatives going on during the same academic year, this iteration was named the Kentucky Striving Readers Project (KSRP). The initial cohort of the three-year grant included 156 participants from the following districts:

- Berea Independent, Harlan County, Jackson County (Dr. Stacey Korson, *Eastern Kentucky University*)
- Carter County, Martin County, Floyd County (Dr. Rebecca Roach, *Kentucky Educational Development Corporation*, Debra Craver, and Sarah Kelsey)
- Fulton County (Dr. Jacqueline Hansen, Dr. Christina Grant, Holly Bloodworth, *Murray State University*)
- Bellevue Independent, Williamstown Independent (Dr. Tammie Sherry, *Northern Kentucky University*)
- Glasgow Independent, LaRue County (Dr. Amy Seely Flint, Dr. Kathy Whitmore, *University of Louisville*)
- Wayne County (Amy Keadle, Melissa Purvis)

## KRP, KRP4RTA, and KSRP Statewide Highlights

NCFL conducted training, "Partnering with Families for Student Success," for KRP, KRP4RTA, and KSRP. It encompassed family engagement research and best practices, literacy strategies that families can use with their children, and an opportunity for participants to apply lessons learned to their elementary classrooms. Additionally, NCFL facilitators were able to attend the annual Share Fair and were pleased to see that many Literacy Action Plans focused on or incorporated family engagement strategies that were discussed in the training.

The statewide Share Fair held in Louisville in April 2019 gave KRP, KRP4RTA, and KSRP teachers the opportunity to share what they learned and implemented in their classrooms during the year. Hearing other teachers share their experiences also affirmed for many teachers that they were on the right track all along. A professional learning community of teachers is cultivated by the KRP, KRP4RTA, and KSRP experiences during the yearlong course. This culture is readily apparent during the Share Fair, which provides occasions for teachers to share, listen and reflect - three essential qualities in changing teacher attitudes and beliefs over time.



*CCLD Share Fair luncheon with Amy VanDerwater as keynote speaker (left)*

*"I thoroughly enjoyed this experience and will be recommending it to my colleagues. Of all the workshops and PDs I have attended in the past this is the top one because of the relevance of the topics. I learned something literally every day that could help me implement in my classroom."*

- WKU KRP participant



# Kentucky Reading Project: A Reflection of 20 Years of Service





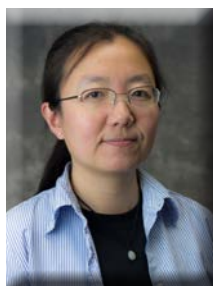


The Read to Achieve Grant program (RTA) was created by the Kentucky General Assembly in 2005 to support schools in implementing a reading diagnostic and intervention program for struggling readers in the primary grades. The Collaborative Center for Literacy Development was charged with creating and implementing a comprehensive research agenda to evaluate the impact of intervention programs on student achievement in reading for RTA participants. The 2017-2021 grant cycle is unique from past cycles in that it requires each RTA school to select a classroom teacher (called a “+1 Teacher”) each year to take part in literacy training and participate in literacy leadership activities at their schools.

The 2017-2018 KY RTA Grant program evaluation was conducted in collaboration with the Evaluation Center at the University of Kentucky. The purpose of this evaluation was to examine RTA's effect on past student achievement from the last two grant cycles (2011-2014 and 2014-2017), assess current RTA student achievement data from the 2017-2018 academic year, assess RTA program implementation, and review current data collection practices to assist in improving overall implementation.

## Summary of Key Findings

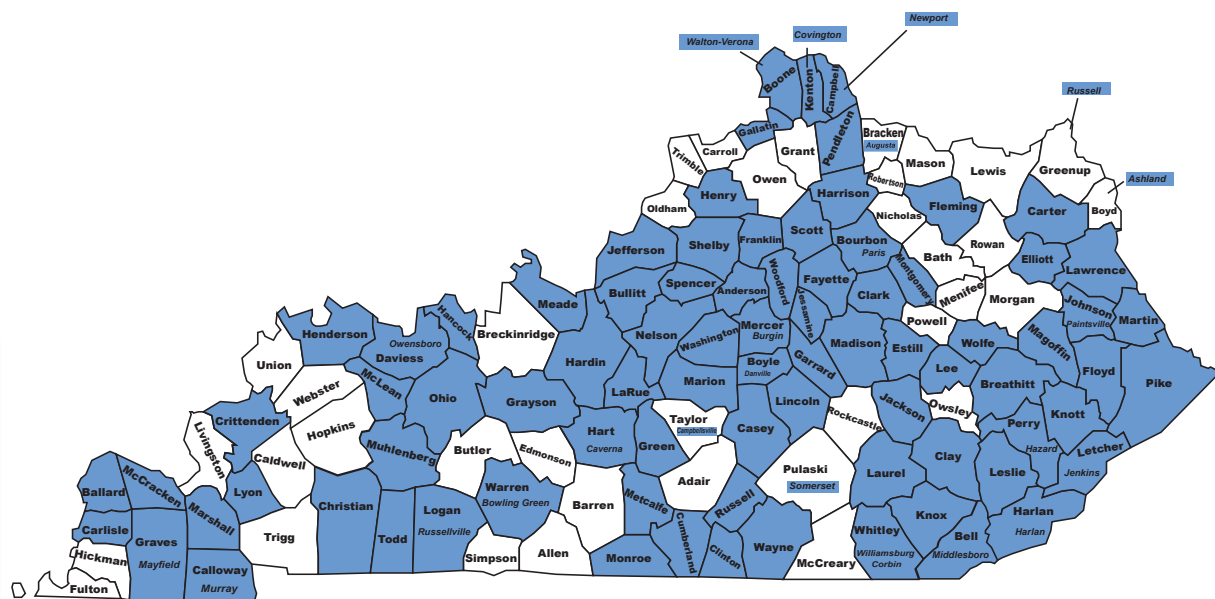
- RTA Program's Effect on Past Student Achievement
  - Past student achievement data from schools implementing RTA for the first time indicated a statistically significant reduction in the total number of students scoring at the lowest level of proficiency on the K-PREP reading tests (Figure 1).
  - Compared to non-RTA schools, RTA schools had a consistently lower number of students scoring novice across the years (Figure 2).
  - Third grade "Gap-Group" students (a grouping of students who traditionally underperform on standardized tests) from RTA schools scored better on K-PREP than those from non-RTA schools (Figure 3).
- Current (2017-2018) RTA Student Achievement
  - A total of 10,820 students from 301 elementary schools were directly served in 2017-2018. A reported 40% of these students "successfully exited" intervention services.
  - Current RTA student achievement data for students across primary grades (K-3) showed continued growth in yearly gains on Measures of Academic Progress (MAP), with greater growth than national norms across all primary grade levels (Table 1).
- RTA Program Implementation
  - Data from the Intervention Tab indicated that CIM was the most commonly used intervention program, followed by Leveled Literacy Intervention (LLI), Early Intervention in Reading (EIR), and Reading Recovery.
  - The RTA interventionists were well trained, highly educated and experienced with 50% holding a master's degree and 91% having some education beyond a bachelor's degree. These interventionists engaged in grant-appropriate services and leadership activities and provided literacy support to classroom teachers.
  - Ninety-eight percent (98%) of RTA interventionists reported that their schools had a formally identified School Reading Team, although survey results revealed that some shareholders were unclear about the role of the Reading Team.



Xiaoliang Qi



## Shaila Winston



**Map of KY showing school districts that contain at least one RTA school**



- Similar to the RTA interventionists, +1 Teachers were highly educated and experienced. Over 80% of surveyed classroom teachers were able to identify their school's +1 Teacher, although survey data also suggested that there were differing ideas of +1 Teacher roles with regard to training and membership on the School Reading Team. The fact that this was the first year of the +1 Teacher initiative may have impacted implementation.
- Current Data Collection Practices
  - Analysis of the current data collection practices showed inconsistencies in shareholders' understanding of data entry selection options.
  - Evaluation data collection revealed disagreement over the meaning of the term "successfully exited."
  - Implementation could be improved by providing more clarity to RTA interventionists on how to best enter the data collected.

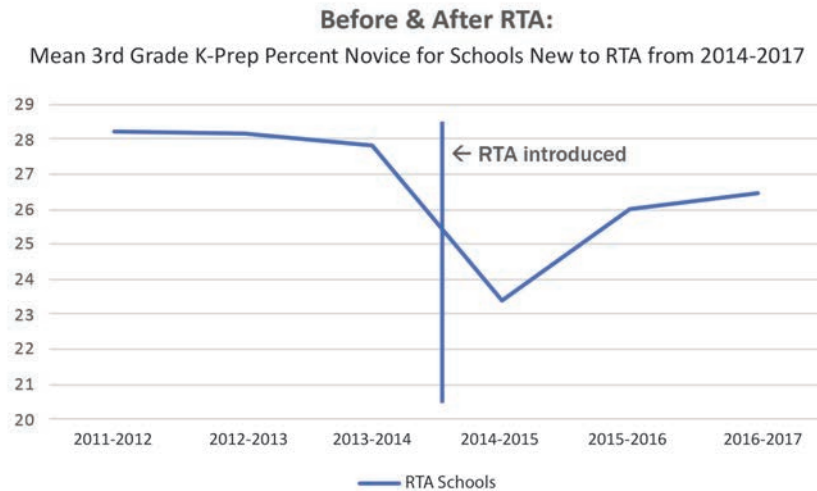


Figure 1: RTA Schools' average Novice scores over time

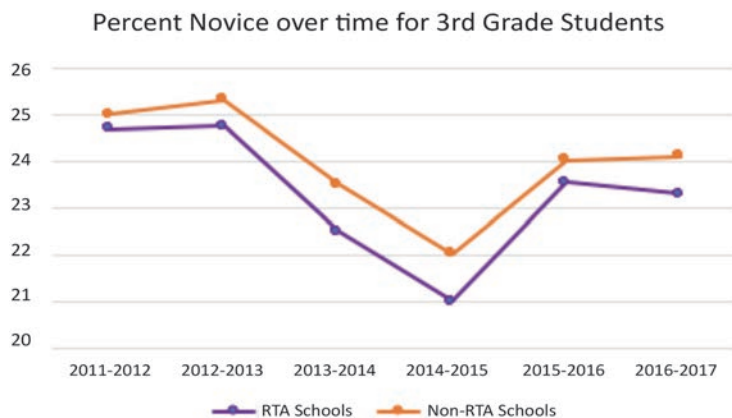


Figure 2: Non-RTA and RTA Schools' average Novice scores over time

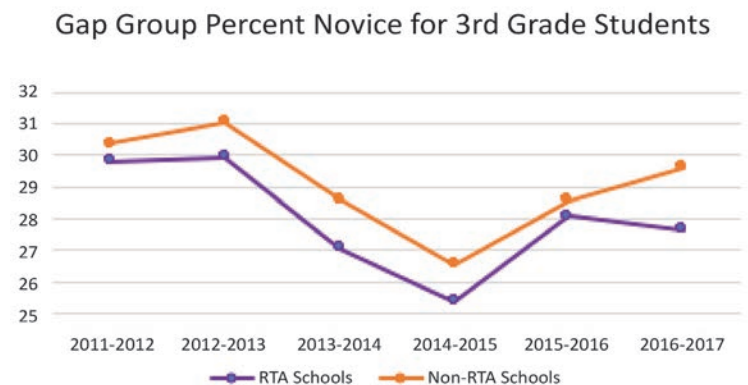


Figure 3: Non-RTA and RTA Schools' Gap Group average Novice scores over time

Grade	N	Mean Growth RTA Students (SD)	Mean Growth National Norms (SD)
K	1184	19.21 (10.36)	17.1 (8.11)
1	2427	17.3 (9.85)	16.8 (8.09)
2	1507	16.03 (10.89)	14 (8.20)
3	862	14.36 (10.32)	10.3 (7.59)

Table 1. RTA Student MAP Growth and Nationally Normed Mean MAP Growth (n=5980)

## Adolescent Literacy Project

The Adolescent Literacy Project (ALP), provided intensive literacy professional development for middle and high school teachers across the state of Kentucky. It was designed to develop and integrate vital skills in teaching reading, writing, listening and speaking in content areas, and is a yearlong course that includes a summer institute with follow-ups and support throughout the school year. The 2018-2019 ALP consisted of 4 university site cadres and represented 24 schools and 17 districts across the Commonwealth.

### ALP Highlights

Summer institutes were held during June and July 2018 for the ALP cadres. The Eastern Kentucky University cadre was designed to support “less experienced” middle and high school English, social studies, and special education teachers. They focused on strategies and methods to address varied student literacy needs within regular content classrooms, including vocabulary, reading and writing, while creating a regional professional support network for these less experienced teachers.

The University of Louisville (UofL) cadre had a small group focusing on science and math teachers. The UofL leaders showed teachers how to use choice boards to incorporate scientific writing into their daily curriculum.

The Western Kentucky University cadre supported dual credit teachers in their service region. Teachers grew in their abilities to support adolescent literacy development in their dual credit classes in the areas of background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge. They were also provided support in the areas of metacognition and critical thinking.

The Northern Kentucky University (NKU) cadre focused their summer institute on the ‘affective’ side of educating adolescents with the Harvey Daniels book, *Upstanders*. The conversations and work focused on creating a culture of positive learning, interaction and discourse in classrooms. The heart of the study incorporated ‘soft starts’ to learning tasks, collaborative work through writing, student choice and selection as well as writing to learn opportunities. The Tom Romano book, *Fearless Writing*, was critical to their work on collaboration and choice when structuring writing opportunities. Dr. Romano joined the NKU fall follow up and provided a workshop for the participants.



Erin Wobbekind Powell



Katie Gray



ALP participants at EKU Summer Institute

*“ALP has made me a better teacher overall, specifically in the area of reading instruction. Before the ALP, I struggled with engaging students in reading, and with teaching reading skills overall. Now, I feel more confident in my instruction, using the strategies that I learned from the ALP.”*

- High School teacher, EKU participant



### International Literacy Association Conference

Leah Turner, EKU ALP participant, presented her Literacy Action Plan at the International Literacy Association Conference in Austin, TX in July 2018. Her presentation centered around the Orbus Pictus book "The Candy Bomber." The presentation explained how one simple thought while reading the book turned into a brand new world for her and her students. While reading the book about Colonel Halvorsen, the Berlin Airlift, and the effects of the Colonel's efforts, she asked a friend, a retired CW4 from the US Army to speak to her students about his service time in Germany. After sharing her idea with EKU ALP co-director Dr. Diana Porter, Dr. Porter surprised her by securing Colonel Halvorsen's email address. Her students were actually able to communicate with the 97 year old veteran. Her presentation had an emotional element in that her students gained a wealth of compassion for others and were able to experience hands-on history about Berlin through the eyes of two different generations of veterans.



*ALP participant shares her project at the International Literacy Association Conference*

### Share Fair 2019

The yearlong ALP culminated with the annual CCLD Share Fair in April. Held at the Marriott East in Louisville, ALP teachers joined the Kentucky Reading Project, the Kentucky Reading Project for Read to Achieve, and the Kentucky Striving Readers Project participants for a day of networking and professional learning. Through a series of roundtables, ALP participants presented their literacy plan implementation and results.



*ALP participants at Share Fair*

*"This program has been the best choice I have made in professional development. It has reinforced my bachelor's and master's degrees, and made practical practice suggestions instead of asking me to reinvent my teaching style or rework my day around someone else's idea of what makes a functional classroom."*

- High School teacher, NKU participant

## Dyslexia Diagnosis and Remediation Trainings

**F**or many years, the Collaborative Center for Literacy Development has provided guidance, advisories, training, and resources to address the needs of students who require additional support in learning to read. To address students' reading difficulties effectively, careful and accurate evaluations are necessary, and this requires well-trained reading specialists. There are many reasons a student might have difficulty learning to read, and several can be at issue at once. Matching the difficulties to effective remediation approaches is a challenging science. But solutions to problems are problem specific; there are no one-size-fits all solutions to reading difficulty. A careful diagnosis is required to select the correct intervention. Most importantly, it is crucial that reading teachers keep their eye on teaching the student, not get distracted on treating the problem.

As a result of the passage of HB 187 in 2018, Kentucky has begun a new era of directly addressing the difficulties that beset readers with dyslexia. Dyslexia is an inherent (neurological) difficulty with phonological processing, impairing the sounding out of letters and letter patterns as word forms. The impact on a reader's decoding skills is often so severe that it makes comprehension of a text impossible.

CCLD is currently working with the University of Kentucky (UK) to fashion an accessible set of online training modules to promote careful dyslexia identification and intervention. Dr. George Hruby, CCLD's executive director, has personally taken responsibility for this important work. The modules address the four elements required by KRS 164.304 (definition, diagnosis, intervention, and the components of a Response to Intervention model). They are designed so that they can be dropped into whatever literacy courses students are required to take in their preparation programs. UK hopes to offer this resource to the other seven state universities, as well as to teachers in the schools directly for professional development crediting.

For reading interventionists and classroom teachers, understanding the psychology of reading (how distinct mental processes develop in response to instruction, and how they may not), being able to correctly identify distinct difficulties (shy of providing a formal psychiatric diagnosis), and knowing what to do to address particular problems successfully in the classroom is of the utmost importance. CCLD is glad to have this opportunity to assist Kentucky's school children, their families, and their communities.





## Local, State, and National Engagement

For more than 20 years, 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 Provides Website and Video Series.* The CCLD website provides resources for educators, administrators, and policy makers. It received a complete redesign with an official launch in April 2018 to coincide with the 20th year celebration. The new website provides an improved interface for users to access literacy resources and information. The redesign of the webpages for the “In Their Own Words: Reflections and Interviews from Experts in Literacy” and Imagination Library video series allows visitors to easily view these resources.
- *CCLD Promotes a Voice for Literacy in the Business Community.* Over the past several years, CCLD has participated in the Kentucky Chamber of Commerce’s Education Committee and other chamber-related activities. The committee work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Enhances a National Book Dissemination Project.* The Dolly Parton Imagination Library Project has served children birth to age five for over 20 years. Over the past four years, CCLD has engaged in a unique endeavor that supplements the book dissemination with videos produced around the books that support emergent literacy and oral language development for early learners and their families. Since March 2016, the CCLD-related Imagination Library affiliates have been responsible for the dissemination of over 120,000 books to more than 11,000 children. CCLD’s pilot project has garnered state, national, and international recognition.
- *CCLD Supports Educators.* CCLD’s commitment to supporting educators through quality professional development initiatives has been a mainstay for more than 20 years.
  - CCLD supports the keynote speakers, authors, and sessions of the annual Kentucky Reading Association conference. Two of CCLD’s current staff members have recently completed their KRA presidential terms, thus solidifying the collaborative efforts between the two organizations.
  - The annual CCLD Share Fair was held in April 2019 with almost 600 participants, the largest in its 20-year history. The unique PreK-12 literacy event provided the opportunity for CCLD initiative participants to present their yearlong action research projects, as well as network with one another. Renowned writing expert Amy VanDerwater provided the celebratory luncheon keynote; she also conducted a writing workshop the prior evening.
  - CCLD also organized the third Literacy Summer Institute in June 2019 through a grant partnership with the Kentucky Educational Development Corporation (KEDC). The conference-type event targeted early childhood through adolescent educators and administrators. The five-day event was divided into two sections; the first part of the week focused on early childhood and elementary content, and the second half was geared toward middle and high school topics. A keynote luncheon provided the bridge between the groups in the middle of the week, with recognized literacy expert Tanny McGregor delivering the address. The LINK institute is a part of KEDC’s Literacy Innovations for Neighborhoods in Kentucky (LINK) endeavor through their federal Innovative Approaches to Literacy grant.



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



Tanny McGregor presenting at LINK Keynote Luncheon

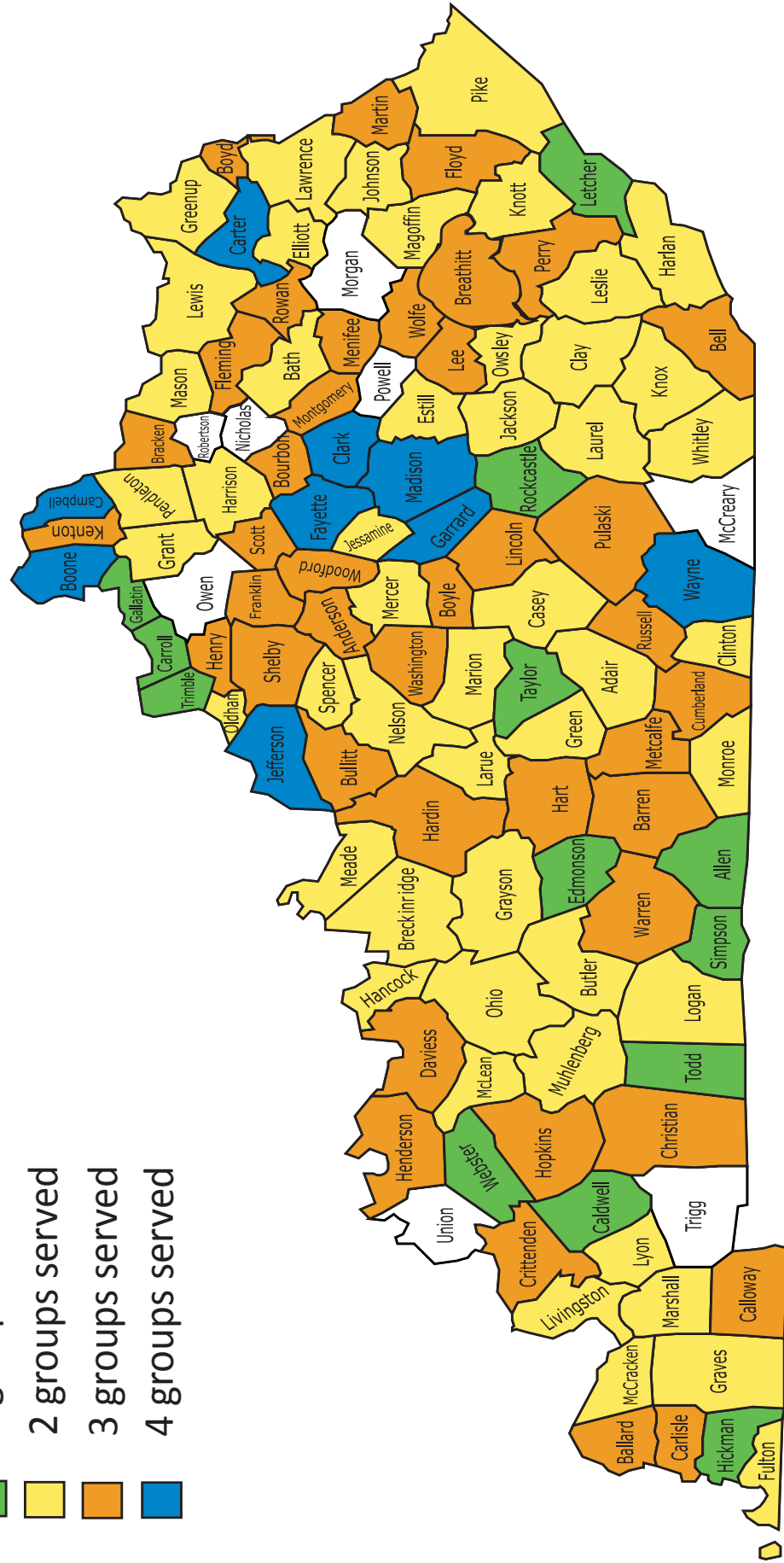
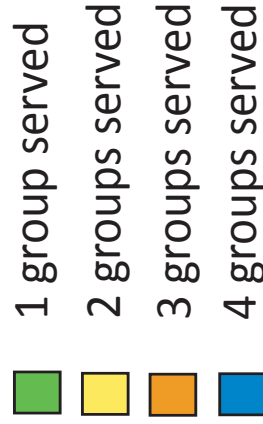


Keith Lyons



Robert Frost

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





# Collaborative Center for Literacy Development (CCLD)

## 2018-2019 Budget

### CCLD Literacy & Instruction Budget

Administrative Costs	\$42,500
Adolescent Literacy Project	290,000
CCLD Research	105,820
Clearinghouse & Communications	170,116
Dyslexia Initiative	40,000
Early Childhood Initiative	60,000
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	599,000
National Center for Families Learning	21,000
Personnel Support	296,662
Physical Operations	92,717

**Total CCLD Literacy & Instruction Budget** **\$1,717,815**

**Total CCLD Reading Recovery** **\$1,552,281**

### CCLD Grant Initiatives

Kentucky Educational Development Corporation (KEDC) – Literacy Innovations or Neighborhoods in Kentucky (LINK)	47,683
Kentucky Reading Project for Read to Achieve (KRP4RTA)	223,164
Kentucky Striving Readers (SRCL) Grant	348,687

**Total CCLD Grant Initiative Funding** **\$619,534**

**TOTAL CCLD 2018 – 2019 Funding** **\$3,889,630**

*(Does not include encumbrances or late funding)*



Paul Brown

Serving Kentucky educators in literacy since 1998



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