

STRIVING READERS PROGRAM PROVIDERS

Early Childhood	Elementary	Middle/High	Other
CCLD	Artful Reading	Adolescent Literacy Model	National Board Certification
Imagination Library	KY Reading Project	KY Writing Project	
KY All STARS	KY Writing Project	KLIP	
Head Start	LDC	LDC	

Characteristics of Comprehensive Literacy Programs x = confirms component	Early Childhood				Elementary				Middle/High				Other	
	CCLD	KIDS Now	Imagination Library	Head Start	Artful Reading	Ky Reading Project	Ky Writing Project	LDC	Adolescent Lit. Model	LDC	Ky Writing Project	KLIP	National Board Cert.	
Strong (S) or Moderate (M)	M	●	M	S	●	M	S	S	M	S	S	M	S	
Developmentally Appropriate	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Explicit, Systemic Instruction	x	x		x	x	x	x	x	x	x	x	x	x	†
Freq. reading & writing across content		x	@	@	x	x	x	x	x	x	x	@	†	
Phonological awareness	x	x		x	x	x		x		x			†	
Phonic decoding	x	x	x	x	x	x		x		x			†	
Vocabulary development	x	x	x	x	x	x	x	x	x	x	x	x	†	
Reading comprehension	x	x	x	x	x	x	\$\$	x	x	x	\$\$	x	†	
Writing w/clear purpose, feedback					#	#	x	x	x	x	x	x	†	
Diverse, high quality print	x	x	x	x	x	x	x	x	x	x	x	x	†	
Peer to peer language & discourse	x	x		x	x	x	x	x	x	x	x	x	†	
Peer to teacher language, discourse	x	x		x	x	x	x	x	x	x	x	x	†	
Frequent practice	x	x	x	x	x	x	x	x	x	x	x	x	†	
Screening assessments	x			x									†	
Motivation and engagement	x	x	x	x	x	x	x	x	x	x	x	x	†	
Universal Design for Learning	**				**	**	**	^	**	^	**	**	†	
Teacher PD, PLCs, collaboration	x	x		x	x	x	x	x	x	x	x	x	†	
Linked to literacy, content standards	x	x			x	x	x	x	x	x	x	x	†	

Striving Readers Comprehensive Literacy grant awardees will choose services and supports from a research-based, pre-approved matrix of programs. While no one choice can address each component of comprehensive literacy, these models along with KDE assistance do address all the components. Evidence base was the original reason for considering each of these structured programs. After prioritization of programs, these were chosen based on sustainable and embedded frameworks each will provide for schools and

communities. Each brings expert coaching and professional supports and the capacity to provide connected comprehensive literacy instruction that learning bridges gaps.

EARLY CHILDHOOD

CCLD - THE COLLABORATIVE CENTER FOR LITERACY DEVELOPMENT:

CCLD helps early child care providers and educators develop children's early language and literacy skills. Professional learning uses stages of child development to set realistic goals, align with age expectations and includes ongoing formative assessment and is culturally responsive. [Study: Xu, Chin, Reed, Hutchinson, 2014].

EARLY CHILDHOOD KENTUCKY READING PROJECT (CCLD):

The Early Childhood Kentucky Reading Project (KRP) is a yearlong professional development initiative for birth to age 5 educators (and care professionals). The premise of the initiative is to create and implement a Learning Action Plan through instruction based on the participant's teaching environment. The focus of the instruction is tailored to the participant's specific needs and includes, but is not limited to, concepts of print, oral language development, early literacy skills, assessment, phonics, phonemic awareness, vocabulary, comprehension, writing, and differentiated instruction. Additional participant benefits include professional development resources and engagement in an active community of practice. Individuals or teams of educators may participate. The delivery format includes an intensive summer institute with follow-up PDs and coaching visits throughout the year.

IMAGINATION LIBRARY INITIATIVE (CCLD):

The Imagination Library Kentucky Project is an enhancement of the Dolly Parton Imagination Library book dissemination endeavor. The Kentucky-specific model includes the traditional premise of providing age-appropriate books to children from birth to age 5; books are mailed monthly to each registered child's residence. The initiative builds on the books through targeted oral language and early literacy skills development through book videos, resources, professional development/family literacy events.

*NOTE: The two CCLD Early Childhood initiatives may be combined into one more comprehensive professional development initiative.

KY ALL STARS (FORMERLY KIDS NOW):



This state support structure provides access to professional learning providers, builds upon existing resources, fosters public-private partnerships, ensures collaborative planning and implementation, and mobilizes communities. The Kentucky childcare rating system (STARS) is a part of this program.

[Study: NA. KY All STARS is an existing framework that supports PD providers and centers]

HEAD START:

This PreK (3-4 year olds) program has strong evidence base and meets What Works Clearinghouse standards without reservation. It provides comprehensive early childhood education, health, nutrition, parent involvement services to low-income children. Programs

address the domains of school readiness to prepare children for kindergarten. Each Kentucky school district has access to at least one Head Start center. [Study: U.S. Dept. of Health & Human Services, Admin for Children & Families, 2010]

ELEMENTARY

ARTFUL READING:

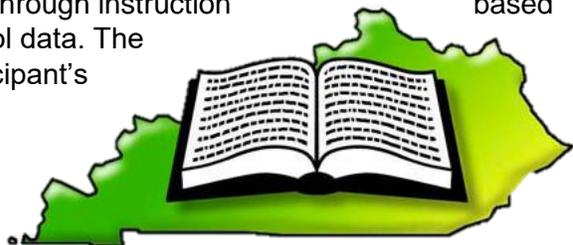


Artful Reading is a series of resource-rich, K-5 standards-based modules that integrate hands-on learning of literacy with the arts. The modules couple the national literacy standards (reading, writing, speaking and listening) and the national arts standards (drama, music, dance, and visual). These modules provide all the hands-on materials teachers will need to implement, including high-quality picture books as a basis for engaging in differentiated, rigorous learning experiences. Artful Reading lessons align to standards using pre, mid, and post reading strategies and activities, including formative and summative assessments. The Collaborative for Teaching and Learning (CTL) developed a set it is based on high quality children's literature and provides teachers support in addressing the most complex reading standards.

[Note: Direct studies are not yet available. Artful Reading is based on programs that have strong or moderate evidence. Early finding show increased teacher efficacy in literacy instruction and ability to integrate KY's new arts standards into student literacy work. The link between the arts and literacy (Burghoff, 1995; Cowan & Albers, 2006; Ernst, 1993; Harste, 1994, 2003; Lambert-Stock, 2004; McKay & Kendrick, 2001; Short, Harstle, & Burke, 1995).

KENTUCKY READING PROJECT:

KRP is a yearlong professional development initiative for K-5 educators. The premise of KRP is to create and implement a Literacy Action Plan through instruction based on the participant's individualized classroom/school data. The focus of the KRP instruction is tailored to the participant's specific needs and includes, but is not limited to, assessment, phonemic awareness, vocabulary, comprehension, content area literacy, writing, and differentiated instruction. Additional participant benefits include professional development



resources and engagement in an active community of practice. Individuals or teams of educators may participate. The delivery format includes an intensive summer institute with follow-up PDs and coaching visits throughout the year. The project's culminating event is the statewide Share Fair.

This high-intensity, extended-duration professional learning program by literacy faculty at Kentucky's eight state universities. It is administered by the University of Kentucky's Collaborative Center for Literacy Development (CCLD). In this model, teachers work together to craft classroom implementation for their students' most pressing literacy needs. The work will include lesson unit plans, formative assessment designs, skill development materials, and literacy strategies training. Teachers will be guided throughout the academic year and supported by faculty observation and peer support.

[Study: Almasi, Madden, Montgomery, Culver, 2006]

KY Writing Project:

The Kentucky Writing Project uses a network of state universities and National Writing Project sites to support teachers across the state. It focuses on the teaching of writing and use of writing across disciplines, K-12. A central program is the Summer Institute, which develops teachers as writers, writing teachers, and writing leaders. In addition, KWP offers annual conferences, summer workshops, and school partnerships to improve student achievement in writing. Through the project a leadership cadre is developed of local teachers who have participated in summer institutes in the teaching of writing. The KY Writing Project delivers customized professional learning programs for local schools and institutions. In a study of on-demand writing assessments, EPSB analyzed the scores of 184,264 students taught by 3,476 teachers. They found "one result that bears consideration: more effective teachers of writing were more likely to have participated in programs of the [Kentucky] Writing Project. NWP activities were highly rated by both the teacher respondents and the institutional respondents, and it seems clear that participation in these activities may be the single most attractive mechanism for improving the quality of writing instruction, both for teacher candidates and for teachers already in the classroom." [See catalog for more information and pricing.] [Study: Gallagher, Arshan, Woodsworth, 2017. Status of Writing in Kentucky Public Schools (EPSB, 2012).]

LDC:

The Literacy Design Collaborative (LDC) is backed by strong evidence. This existing and well-established structure in Kentucky has two cadres of trained LDC coaches available to support intensive professional learning for schools and districts. The LDC LEARN professional learning platform with online professional learning, implementation resources, embedded coach supports and analytics ensures that LDC is grounded in the work teachers do with existing planning structures and within their core curriculum to integrate college/career readiness standards in reading, research, writing into content area instruction. Teachers at elementary, middle, and high school levels refine existing or plan new rigorous, standards-driven assignments and instruction, and assess their impact on student growth and outcomes. The heart of LDC is quality and rigor in curriculum, as articulated by the LDC Curriculum Alignment Rubric developed and tested by the Stanford Center for Assessment Learning and Equity (SCALE). Practitioners have seen positive impact on student learning across content areas, increased teacher skills and efficacy, greater rigor of assessments and instruction and alignment between

curriculum, instruction, and assessment. [Study: Levin, Leow, Poglinco, 2013] SEE PROVIDER CONTACT INFORMATION IN MIDDLE/HIGH LDC SECTION.

MIDDLE/HIGH

ADOLESCENT LITERACY MODEL:

This school-wide, standards-aligned professional learning program was designed to address comprehensive literacy instruction in all content areas and was tested during Striving Readers Cycle 1 grant. The model is relevant to all teachers and provides rationales and strategies for including reading, writing, speaking and listening across the content areas. To enhance sustainability, the model supports ongoing professional learning in the form of formal training and job-embedded coaching for administrators and literacy leaders, in addition to the support provided to classroom-level teachers. [Study: Cantrell, Almasi, Carter, Rintamaa, 2011]



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KY LITERACY INTERVENTION PROJECT (KLIP):

This project-based approach to instruction is based on four components: student engagement and motivation, strategic processing of content, research-based instructional strategies, and explicit teaching of communication skills. It synthesizes components of research-based writing instruction: writing to learn, writing to demonstrate learning, and writing for authentic purposes; balanced, authentic assessments; diagnostic testing to match tools to needs; facilitating quality

text-based discussions; teaching content vocabulary via research-based methods. [Study: Contrell, Carter, Rintamaa, 2012]

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National LDC Service & Support Provider: Barb Smith

Kentucky LDC Service & Support Providers:

- Kelly Philbeck Kelly.philbeck@bourbon.kyschools.us
- Jeanette Barreiro Jeanette.barreiro@daviess.kyschools.us
- Anji Davidson anjanette.davidson@jackson.kyschools.us
- Other certified Kentucky coaches to be added soon

OTHER MODEL FOR CONSIDERATION

NATIONAL BOARD CERTIFICATION:

NATIONAL BOARD
for Professional Teaching Standards

Certification of teachers (NBCT) is an acceptable standard for teacher quality backed by strong evidence. Multiple studies show improved student outcomes of students who have a NBCT as opposed to other teachers with the same experience levels. The components of NBCT also align to key SRCL characteristics.

Note: Kentucky has worked for over a decade to increase the number of National Board Certified Teachers (NBCT). Although NBCT is not specifically a literacy driver, it is a structure for ensuring teachers implement literacy instruction with high fidelity and high quality. Component 2 of the NBCT process focuses on differentiation and instruction, which are key characteristics for SRCL.

NATIONAL BOARD PROFESSIONAL LEARNING PILOT SCHOOL:

Kentucky has piloted National Board Professional Learning Pilot Schools (NBPL) during the 2017-18 school year. NBPL Schools are grounded in the resources that National Board Candidates study and the practices of which they provide evidence to certify.

NBPL Schools practice continuous improvement through: high professional teaching standards, public teaching practice, distributed and shared ownership, and job-embedded collaborative learning. It is not a requirement that NBPL Schools have candidates or NBCTs; rather, the focus is on professional learning.

Note: Initial data from our NBPL Schools indicate significant gains in teachers interested in pursuing NBCT, especially early career teachers. Teachers also report increased collaboration and differentiation.



[Study: Cavalluzzo, Barrow, Mokher, Geraghty, Sartain, 2015.

Strategic Data Project, 2012 (Los Angeles); Strategic Data Project, 2012a (Gwinnett Co)]