INTRODUCTION: The world is changing at an exponential rate, a rate that requires each of us to be comfortable with modern technologies, and new ways of interacting in the world. Policymakers and governing boards can gain comfort in our collective ability to respond to rapid change knowing that the next generation of learners and doers are shaped by educators, schools, and communities across our state. As Kansans, our formula for success has always been providing a great education. Kansans know that reading is the skill in which all other skills are built; reading is a prerequisite for most adult employment, personal fulfillment, growing businesses, and for building a strong economy. Therefore, literacy is a top economic imperative for our state.

Teaching a person to read is a highly specialized skill. Our educator preparation programs provide practicums, internships, and clinical experiences. A key challenge before us today is to create more opportunities for teacher candidates to apply their knowledge in classrooms, including enhanced training and professional learning under the guidance of literacy experts.

An additional challenge is to develop systems of professional learning and supports for practicing educators to strengthen the application of the Science of Reading and to ensure direct, systematic, and explicit reading instruction across all Kansas classrooms. These challenges are indeed daunting, but not insurmountable.

IMPERATIVE: The challenge facing us today is forty percent of Kansas students are not proficient in reading and not reading well. We must strengthen educator preparation in literacy to make it possible to achieve the goal that 90% of our children read well. However, this alone is not sufficient. Developing a <u>comprehensive plan that supports educators, leaders and families is at the core of the Blueprint for Literacy</u>. Ensuring a sustainable system of literacy education for educators, leaders, and families throughout our state is the rationale for creating the Centers of Excellence in Literacy.

CENTERS OF EXCELLENCE IN LITERACY

VISION: The vision of the Centers of Excellence in Literacy (Centers) is to deliver world-class education, and educator training in the Science of Reading. The Centers ensure Kansas teachers and school leaders are highly skilled in the <u>application </u>of the Science of Reading and Structured Literacy, in the support of families, and in providing community-based interventions designed to meet the unique needs of the Centers' catchment area.

PURPOSE: The Centers will prepare and support educators; provide on-going professional learning, literacy coaching, evaluation, assessment, and intervention; and support for families in their communities and catchment areas.

The Centers are both a place AND a network of resources and partnerships within the catchment area - a dedicated "place," with ease of access for families, educator professional learning, including simulation experiences as a priority. However, many services of the Centers are not place bound, but rather a network of resources and partnerships to develop educators, leaders, and support for families.

Centers of Excellence in Literacy

SB 438 REQUIREMENTS: The literacy advisory committee shall develop a plan to establish six regional centers of excellence in reading. The plan shall:

    a. Require postsecondary education institutions to collaborate with colleges or schools of education, the center for reading at Pittsburg state university and community-based literacy organizations.

    b. Include options that would allow centers for excellence in reading to be co-located in an existing building or school district, postsecondary educational institution, community facility or other facility or building as appropriate; and

    c. Require such centers to:
1. Provide evaluation and identification of reading difficulties and reading disabilities, including, but not limited to dyslexia.
2. Collaborate with school district to develop strategic literacy plans for individual students.
3. Collaborate with the state department of education, state board of regents and postsecondary educational institutions to support pre-service and in-service teacher training.
4. Support the professional development and training of school-based instructional coaches.
5. Pilot structured reading applied learning simulation laboratories for pre-service and in-service teachers.
6. Pilot a literacy education simulation training laboratory for pre-service elementary teachers as a controlled environment for the application of the science of reading.
7. Identify projected cost, staffing, and budget impacts to develop, expand and sustain the center for excellence and reading simulation laboratories; and
8. Make recommendations and provide progress reports to the literacy advisory committee.

STRUCTURE: Universities, both public and independent, are charged with educator preparation programs. It is for this reason that the Centers of Excellence in Literacy are an integral part of educator preparation programs.

The KBOR Office of Literacy supports each Center to meet the individual and diverse needs of their communities and catchment areas.

Function of the KBOR Office of Literacy:
1. Appoint the catchment areas for each of the public universities.
2. Establish the standards and conditions required of each Center.
3. Cultivate strategic partnerships and resource development, to include investment partnerships.
4. Conduct annual evaluation and recommend improvements to the Kansas Board of Regents
5. Serve as the Fiscal Agent

CATCHMENT AREAS: *Provided as separate document.* Services provided by the Center are NOT restricted or limited to residents of the Catchment Area. Centers are expected to collaborate, coordinate, and share expertise, and to create a network for resources within and between Centers and Catchment areas.

STANDARDS AND CONDITIONS REQUIRED

EDUCATOR PREPARATION PROGRAM ALIGNMENT

Provide evidence that the organizations current education and training for pre-service and in-service educators aligns to the International Dyslexia Association (IDA) Knowledge and Practice Standards, and the Kansas Educator Preparation Provider Accreditation and Program Standards for Elementary Education.

CURRENT FISCAL INVESTMENT

Identify the personnel and resources currently in place in support of literacy education at your university.

OUTLINE PLAN AND SPECIFY ADDITIONAL RESOURCES NEEDED (Subject to appropriations) **NEED TO:**

1. Design and implement simulation labs and field-based experiences that afford pre-service and in-service educators' opportunities to apply the Science of Reading.

    a. The ultimate objective is for educators (pre-service and in-service) to receive support and coaching for systematic application of literacy instruction that utilizes direct and explicit teaching.

    b. Simulation and field-based experiences can occur in a variety of formats.

2. Provide clinical and/or field-based experiences, simulations, virtual coaching, and on-site coaching within schools in the catchment area for pre-service and in-service educators.

3. Provide clinical or field-based experiences, simulations, virtual coaching, and on-site coaching within schools in the catchment area for ESOL, special education, reading specialists and educators who are pursuing specialized training in literacy.

SUPPORT FAMILIES

Describe in detail the additional resources needed to support Families.

1. Specify personnel with expertise in literacy to support families with consultation and evidence-based and high-quality assessment, evaluations, and interventions in literacy to P12 students.

2. Specify personnel to provide advocacy for families of P12 students.

3. Collaborate with district-based school psychologist and speech pathologists in providing evidence-based assessment, evaluation, intervention, and advocacy.

IDENTIFY KEY PARTNERSHIPS ROLES AND COLLABORATIONS

1. Specifically identify by name and include roles and responsibilities of education partners within their catchment area.
   a. Partnerships include public and independent colleges, including but not limited to those with an accredited educator preparation program; community colleges and technical colleges, including but not limited to those with an accredited programs in early childhood education; education service centers, and community-based education partners providing evidence-based services in literacy to children and/or adults; local school districts; other partners _____ (specify);
   b. Demonstrate how the key partnerships and collaborations ensure equitable access to services and supports throughout the catchment area.

DEMONSTRATE ACHIEVEMENT OF STANDARDS Adapted from CAEP Standards 2; 4; 5.

Clinical and Field Based Experience Partnerships and Practices
The Center ensures effective partnerships and high-quality clinical practice or field-based experiences.
Describe and provided evidence of effectiveness of:
   a. Clinical Experiences in Implementation of Structured Literacy
   b. Field Based Experiences in the Science of Reading/ Structured Literacy
   c. Clinical Experiences, inclusive of literacy coaching, simulation learning, and data driven instructional planning.

Program Effectiveness
Demonstrate the Effectiveness of Programs and Outreach
   1. Number and percent of pre-service candidates meeting the standard on the state approved licensure exam.
   2. Number and percent of elementary special education, school psychologist, reading specialist, and elementary administrators completing state approved training or passing state-approved literacy exam.
   3. Performance (Data source – KSDE
      a. Report on total number and percentage of students performing at a level 1 on the Kansas Assessment for English Language Arts in the designated catchment area.
      b. Report on the total number and percentage of students performing at a level 2, level 3, and level 4 on the Kansas Assessment for English Language Arts in the designated catchment area.

Quality Assurance System and Continuous Improvement

The Center maintains data from multiple measures and supports continuous improvement that is sustained, and evidence based and demonstrates:

    a. Data Quality
    b. External Communities and Partners
    c. Continuous Improvement in educators meeting preparation standards

ADDITIONAL DATA REQUIRE ANNUALLY

1. Pre-Service
   a. Identify Number of candidates enrolled and Number of teacher candidates completing at Science of Reading/ Structured Literacy Foundations 1 course.
   b. Number of teacher candidates completing a Science of Reading/ Structured Literacy Foundations 2 course.
   c. Number of teacher candidates passing common performance assessment at 80% or higher.
   d. Number of teacher candidates meeting the cut-score on the Structured Literacy Licensure exam (ETS Praxis subtest 7002).

2. In-Service Educators
   a. Number of in-service educators enrolled in the Science of Reading Micro-credentials through the Center.
   b. Number of in-service educators successfully completing the Micro-credential awarded by the Center.

3. Families
   a. Number and type of services provided to families.
   b. Number consultations with school district personnel.
   c. Number of assessments and evaluations completed.

4. Community Outreach
   a. Type and frequency of community outreach.

DEFINITIONS

Research-Based – Parts or components of the program or method are based on practices demonstrated through Research.

Evidence-Based – The entire program or method has been demonstrated through Research to be effective. Examples include Direct Instruction, Linda mood-Bell programs, and Success for All. These programs have been evaluated through randomized clinical trials and found to be effective for well-defined groups of students.

Implementation Science – What is the evidence and conditions that demonstrated the methodology or program are effective in the real world?

- Efficacy – defined as the performance of an intervention under "ideal and controlled circumstances."

- Effectiveness – refers to the performance of any initiative or intervention under "real-world conditions."

DEFINITIONS: SB 438 established definitions for the following:

● **"In-service,"** to mean a licensed individual who is employed by a school district or accredited nonpublic school as a teacher.

● **"Postsecondary education institution,"** to mean:

A **state educational institution**, as defined in law pertaining to the State Board of Regents and management and operation of state educational institutions: University of Kansas, Kansas State University College of Agriculture and Applied Science, Wichita State University, Emporia State University, Pittsburg State University, and Fort Hays State University.

A municipal university (i.e., Washburn University).

Any **not-for-profit institution of postsecondary education** that has its main campus or principal place of operation in Kansas, is operated independently and not controlled or administered by a state agency or subdivision of this state, maintains open enrollment, and is accredited by a nationally recognized accrediting agency for higher education in the United States.

"Pre-service," to mean an individual who is receiving the education and training to become a licensed teacher but is not yet licensed.

"Science of reading," to mean the teaching of reading using evidence-based research that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

"Structured literacy," to mean the application of knowledge from the science of reading that teaches reading in an evidence-based and systematic way.