

Emporia State University
Center for Excellence in Literacy Proposal



Catchment area 4 includes the following counties: Lyon, Coffey, Osage, Greenwood, Wabaunsee, Chase, Marion, Morris, Geary, Dickinson, McPherson

Emporia State University is [accredited by KDSE and CAEP](#) for both initial and advanced programs

Emporia State University Center for Excellence in Literacy Proposal

Vision

The Center for Excellence in Literacy (CEL) at Emporia State University (ESU) is dedicated to deliver world-class education and educator training in the Science of Reading. ESU aspires to become the training hub for educators in literacy. To this end, the services provided by the center will encompass (a) extended preparation and support for educators including school psychologist, special education teachers, and in-service teachers; (b) on-going professional development, literacy coaching, evaluation, assessment, and intervention for pre-service and in-service teachers; (c) support for families, especially partnership with families to develop early literacy connections, within the communities and designated catchment areas.

The catchment area assigned to Emporia State University is a combination of 11 Kansas counties with the largest population of 36,739 people in Geary County to 2,572 people in Chase County. The median household income varies from \$71,250 in McPherson County to \$51,812 in Greenwood County. The poverty rate of the 11 counties includes the highest at 28.6% in Geary County to 5.2% in Wabaunsee County. All 11 counties include school districts that serve as Title I schools. This makes it essential that additional support in literacy be provided by our newly created ESU-CEL. This presents unique challenges and strengths across all counties and school districts.

The pre-service educator preparation program for P-6 at ESU involves rigorous training focused on reading instruction, aligned with the Science of Reading. Pre-service teachers undergo courses like Science of Reading I and II, integrating the Five Pillars of Reading: phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension. In advanced undergraduate courses, they complete a Common Assessment by crafting Structured Literacy lesson plans that include key elements and principles. To obtain licensure, candidates must pass the Praxis reading subtest as a licensure requirement. Program enhancements will include a multisensory and technology lab, extended workshops, and small group tutoring. Simulations and practical experiences with public school students will reinforce teaching skills, supported by resources from the ESU-CEL.

ESU offers programs and support for in-service educators, emphasizing the Science of Reading and Structured Literacy. The Reading Specialist coursework includes two key courses focusing on literacy acquisition, evidence-based instruction, and reading as an integrated process. Teachers then advance to additional courses, which involve assessing reading performance and implementing diagnostic instruction with students who have reading difficulties. In addition to coursework, ESU will offer microcredentials in the Science of Reading, which cover assessment and instruction, with support from instructional coaches.

The ESU-CEL will extend these programs by partnering with districts and universities to offer professional development, conduct needs assessments, and deliver targeted training. Phased implementation plans include hiring administrative staff, reading specialists, and instructional coaches, along with establishing catchment area partnerships for outreach hubs for tutoring and support for families. Quality assurance will involve data collection through surveys and assessments to measure the program's impact on educators' skills and P-12 student outcomes, and guidance by an Advisory Board.

The proposed plan for the establishment of the center is a three-year phase gradual approach for streamlined implementation, producing significant and effective results beginning in January 2025 for Year I, August 2025 Year II, and August 2026 Year III. The proposal plan includes a description for:

- Pre-Service Educator Preparation
- In-Service Educator and District Programs/Support
- Outreach (Partnerships and Families)
- Personnel
- Quality Assurance System

Pre-Service Educator Preparation

Current Programs

Pre-service teachers are candidates enrolled in a P-6 educator preparation program who are working toward licensure. The first two reading courses in which the pre-service teachers are enrolled are Science of Reading I and Science of Reading II respectively. As with other reading courses, the Five Pillars of Reading--Phonological/Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, serve as the framework for knowledge and application of the Science of Reading. Pre-service teachers enrolled in the Science of Reading II, and Reading Methods and Reading Practicum courses will complete a Common Assessment - Structured Literacy Lesson Plan measuring their ability to apply their knowledge of the Science of Reading and Structured Literacy. The Common Assessment consists of writing a Structured Literacy lesson plan that includes the following lesson components: (a) phonemes-graphemes; (b) morphemes; (c) syllable and stress patterns; (d) orthographic conventions; (e) vocabulary/background knowledge; (f) sentence structure/grammar; (g) text structure; (h) and critical thinking, integrated with language and reading and writing to support the development of automaticity, fluency, and reading proficiency (International Dyslexia Association; IDA, 2023). The Structured Literacy lesson plan design must demonstrate explicit, cumulative, multisensory instruction with purposeful tasks and text (IDA, 2023). Part of the requirements for the Science of Reading II and Reading Methods and Reading Practicum courses are that

they complete the Common Assessment - Structured Literacy Lesson Plan with 80% and above. This is a current practice, and it will be continued at Year I and beyond.

Success of Program Completers on Licensure Exam

Pre-service teachers in their final year or upon successful completion of their teacher preparation program at ESU, are required to complete the Praxis I, Elementary Education: Reading/Language Arts subtest (7812) to obtain a license from the Kansas State Department of Education (KSDE). The test is intended to measure knowledge and application of the Science of Reading. The results for the period 2021-2024 are summarized in Table 1. It is evident that ESU effectively prepares pre-service teachers in reading and literacy as represented by the high passing rate and mean scores that exceed the state and national level mean scores. Additionally, data is disaggregated in Table 2 by subtests relative to three content categories: I Foundational Literacy Skills, II Language, and III Constructing Meaning. These subtests are intended to measure knowledge and application of the Big 5 Pillars of Reading: Phonological/Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, as well as Writing, Speaking, and Listening.

Beginning in Fall 2024 per KSDE requirements, pre-service teachers will be required to take the Elementary Education: Teaching Reading subtest (7002) that is aligned and measures knowledge and application of the Science of Reading. Furthermore, “[t]he test specifications are based on the Standards for Preparation of Literacy Professionals from the International Literacy Association (2017) and the International Dyslexia Association” (Educational Testing Service; ETS, 2023).

The Praxis for P-6 pre-service elementary teachers is a current practice, and it will be continued at Year I. Data collection for Elementary Education: Teaching Reading subtest (7002) will be evaluated starting in Year II (Fall 2025) and it will include scores from Fall 2024, Spring 2025, and Summer 2025. The data for the Praxis exam 7812 for Emporia State University as well as state and national averages are included in the supporting documents. A summary of the data shows that ESU has a 12% higher pass rate for the last three years on the Praxis Reading/ELA exam than both the state and national averages.

Proposed Enhancements

The purpose of the proposed enhancements to the current P-6 pre-service teacher preparation program at ESU is to positively impact the learning of P-12 students. The following new innovative approaches will be extended to P-6 and 6-12 pre-service teachers and include: (a) multisensory and technology lab (Year I); (b) extended Science of Reading and Structured Literacy workshops (Year II); and (c) small group tutoring (Year III). Each approach is further described below.

Multisensory and Technology Lab. The ESU Center for Excellence in Literacy (ESU-CEL) headquarters will be located on the second floor of Visser Hall at the Teacher Resource Outreach Center (TROC). TROC is equipped with individual physical office space, technological equipment and a secure broadband internet. The open plan floor allows for arrangement of furniture, such as chairs, couches, and bookshelves, to create collaborative and individualized learning spaces for one-on-one assessment and instruction. A collection of manipulatives will be made available for use when multisensory instruction is applied during Structured Literacy lessons delivery. Manipulatives may include but are not limited to Elkonin Boxes, sound chips/blocks, sand, 2D and 3D graphic organizers. These will be available to pre-service teachers as they learn about, plan, and prepare for Structured Literacy instruction during their Science of Reading I, Science of Reading II, Reading Methods, and English Language Arts Methods courses.

Extended Science of Reading and Structured Literacy Workshops. To extend their learning, pre-service teachers will be required to attend workshops offered through the ESU-CEL. Workshops are defined as the engagement in discussion and activities on a particular topic. Through these workshops, pre-service teachers will actively engage in extending their current knowledge about the Science of Reading through collaboration and hands-on application of activities and multisensory artifacts utilized in Structured Literacy, and further explore topics such as dyslexia, differentiation, and engagement and motivation for reading.

Small Group Tutoring. Small group tutoring services will be provided to P-6 elementary students at the ESU-CEL. Pre-service ESU teachers, under the supervision of the center director and reading specialists, will provide these targeted, diagnostic instructional services grounded in the Science of Reading that engage and meet the needs of the P-6 elementary students. Through providing these services, pre-service teachers will receive practical teaching experiences in reading assessment and instruction. Face-to-face or virtual tutoring will be available to those families wishing to increase literacy proficiency skills and requesting additional support for grade level reading skills.

Simulations

P-6 pre-service teachers who are enrolled in the Science of Reading II, Reading Methods and Reading Practicum courses engage in practical experiences with public school P-6 students. One of the applications of the Science of Reading requirements in the Science of Reading II course is for P-6 pre-service teachers to plan a Structured Literacy lesson plan, receive feedback on the lesson plan, including the elements and principles of Structured Literacy, and to teach it to a small group of P-6 public school

students. Following the teaching, also known as a micro-teach, the pre-service teachers reflect on their teaching effectiveness and propose areas for self-growth as a teacher of reading based on their reflection.

Similarly, P-6 pre-service teachers who are simultaneously enrolled in the Reading Methods and Reading Practicum courses, conduct a series of diagnostic assessments at their placement in their Professional Development School (PDS) public school setting. They work with a student who exhibits reading difficulties based on a district universal screener. Following the administration of the diagnostic assessments, P-6 pre-service teachers organize, analyze, and interpret the data results to design a Structured Literacy lesson plan, addressing all the elements and principles of Structured Literacy. The pre-service teachers teach the lesson to the student, reflect on their teaching effectiveness, and propose areas for self-growth as a teacher of reading based on their reflection. These simulation experiences are a current practice and will be continued at Year I and beyond with additional support and resources from the ESU-CEL such as the multisensory and technology lab, and the extended Science of Reading and Structured Literacy Workshops.

Another experience will include coordinating experiences in PK-12 schools, digital experiences using virtual technology, and working with educational representatives from Apple Education to create and enhance digital applications for reading instruction. Josie Lolli, Emporia State University's Apple Education liaison, has submitted a letter of support to work with ESU on this endeavor.

In-Service Educator and District Support

Current Programs

In-service teachers who are also graduate students enrolled in reading specialist coursework are required to take EL 721 Science of Reading I and EL 723 Science of Reading II. The content in EL 721 Science of Reading examines theoretical background for the Science of Reading and teaching reading and the reciprocal relationship between reading, writing, oral language, executive functioning, and reading behaviors, within the framework of the Science of Reading. Emphasis is placed on literacy acquisition, including an examination of reader profiles and the phases of typical developmental progression. In-service teachers explore evidence-based instruction within a Structured Literacy framework, covering key foundational skills such as phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The course includes an overview of theories and learning models that have influenced reading education, alongside discussions on creating literacy-rich environments in both classroom and home settings. In addition, the content in the course highlights the application of prominent research in reading education such as The Four-Part Processing Model (Seidenberg & McClelland, 1989), The Simple View of

Reading (SVR; Gough & Tunmer 1986), and Scarborough's Reading Rope (Scarborough, 2001).

EL 723 Science of Reading II focuses on reading as an integrated and essential part of the school curriculum, extending Structured Literacy and multisensory instruction to encompass vocabulary, comprehension, writing, spelling, and handwriting. Emphasis is placed on reading and writing as interactive and developmental processes, with a focus on evidence-based strategies and their application in real-world settings. Topics include reading and learning styles, explicit teaching of strategies for vocabulary and comprehension, study skills, and adapting instruction to diverse learners. The course also addresses motivation for lifelong reading and learning, the role of technology in reading, and applicable assessments for these literacy areas.

Simulations

In-service teachers who are also graduate students enrolled in reading specialist coursework are required to take EL 823 Analysis of Reading Assessment and Instruction and EL 827 Assessing and Instructing Learners - Literacy Practicum. The focus of these courses is the application of the Science of Reading. In-service teachers assess and instruct public school P-12 students with guidance and feedback provided by the instructor of each course.

EL 823 Analysis of Reading Assessment and Instruction is designed to provide the reading specialist and classroom teacher with the knowledge, skills, and processes to assess and analyze reading performance and provide effective evidence-based instruction for the primary, intermediate, and advanced level readers (P-12). In EL 827 Assessing and Instructing Learners - Literacy Practicum, in-service teachers apply experience and skills for assessment and diagnostic instruction from EL 823. They work with a small group of readers who perform below grade level benchmarks for reading and who may exhibit dyslexia characteristics or are diagnosed with dyslexia. The in-service teachers gather evidence-based assessment and instructional materials, assess and tutor a group of students for a minimum of 25 hours, and write a diagnostic and prescriptive summary for one of the students who they identify as their focus student.

Creating virtual simulations through the simulation lab will be a goal of the ESU-CEL. Working with Apple to create Virtual Reality (VR) experiences in the reading classroom with elementary students will be a project that the CEL will tackle. In partnership with Apple Education, ESU will help develop these virtual experiences that could be shared with others in Kansas and well as nationwide.

Coaching

In-service teachers are professional educators who are licensed to teach within a specific grade level range. Support for the extended knowledge and application of the Science of Reading and Structured Literacy will be provided from the ESU-CEL to P-12

in-service teachers. These services will include the administration of a micro credential (MC) in the Science of Reading. The MC will include knowledge and application components designed to address the IDA Knowledge and Practice Standards for Teachers of Reading (2018). The MC will cover the following topics: oral language, phonological and phonemic awareness, phonics, spelling, fluency, vocabulary, morphology, comprehension, text structure, syntax, and writing. Each topic will also integrate supports for English Speakers of Other Languages (ESOL), special education, and assessments for diagnosing reading difficulties. The knowledge and application of Structured Literacy will emphasize explicit, cumulative, systematic, and multisensory instruction that is engaging and motivating for young readers. By completing the MC through the ESU-CEL, in-service teachers will be awarded a completion credential. ESU uses the Certifier platform for micro credentials.

In addition to the knowledge and application of the Science of Reading and Structured Literacy, in-service teachers will receive support through strategic coaching from the instructional coaches at the ESU center. The instructional coaches will provide feedback to in-service teachers, specifically with the application component of the micro credential. This is an important step to bring effective, evidence-based instruction from theory to practice and positively impact teaching of reading that is aligned with the Science of Reading and Structured literacy.

The process of filling the positions of instructional coaches will begin in Year I and it will be complete by Year II.

Assessment and Evaluation Services

The ESU-CEL reading specialists will consult with catchment area reading specialists, reading interventionists, instructional coaches, special education teachers, speech pathologists, school psychologists, and building and district administrators. In addition, the ESU-CEL will form partnerships with a school psychologist within the catchment area who will provide guidance and recommendations for assessments and evaluation for reading and writing offered by the reading specialists. Additionally, ESU will partner with our current School Psychology masters level program students to enhance their expertise of working with families that have students with reading difficulties. Examples of collaborative actions and outcomes include:

1. Recommendations and provisions for a comprehensive diagnostic assessment and instructional plan that is developmentally appropriate and aligned with the Science of Reading to include but not limited to oral language, phonological and phonemic awareness, phonics, fluency (accuracy, rate/automaticity, and prosody), vocabulary, listening and reading comprehension, motivation for reading, and study skills.

2. Recommendations and provisions for evidence-based diagnostic and progress monitoring assessment tools for reading and writing aligned with the Science of Reading.
3. Recommendations for writing Individualized Educational Plan (IEP) goals for reading difficulties and dyslexia.
4. Recommendations and provisions for evidence-based instructional materials and professional development resources aligned with the Science of Reading and Structured Literacy for MTSS Tier 1, Tier 2 and Tier 3 intervention, and special education.
5. Referrals for evaluation as needed to catchment area school districts and families who contact the center and request information.

Outreach (Partnerships and Families)

Existing Partnerships

The existing Emporia State University (ESU) partnerships include select Professional Development Sites (PDS) for PK-6 pre-service teachers and host teachers in various districts for 6-12 pre-service teachers. Area PK-12 school districts in Kansas partner with ESU in the preparation and development of future teachers. The partner sites include licensed in-service educators, who are trained to serve as mentor teachers to student-teaching interns. The mentor teachers at each PDS work alongside a site supervisor from Emporia State University to monitor each student-teaching intern's progress and development in pedagogy, content knowledge, and classroom management. At the PK-6 specifically, weekly conferences are held between the mentor teacher and student-teaching intern, in addition to weekly lesson observations. All this documentation is reviewed regularly by the site supervisor, who maintains consistent contact with both the mentor teacher and the student-teaching intern. Mentor teachers and site supervisors work together to support the growth of student-teaching interns. In addition, site directors and program directors hold meetings with district leadership to review how the partnerships can be strengthened for the improvement of developing effective teaching professionals who serve the unique needs of all PK-12 students.

Literacy experts from the Regent institutions and Washburn University partnered to develop a Common Assessment tool measuring pre-service teachers' knowledge and application skills of the Science of Reading and Structured Literacy. The Common Assessment - Structured Literacy Lesson Plan is utilized across these institutions in their pre-service teacher preparation programs. This assessment is designed to include the application of the elements and principles of Structured Literacy, and it aligns with criteria set forth by both IDA Knowledge and Practice Standards for Teachers of Reading and The Science of Reading. The literacy experts collaborated closely to develop a common template, including an example lesson plan, and a rubric for scoring the assessment. These common elements provide consistency across institutions and

support faculty who teach Science of Reading courses at each institution. The Common Assessment - Structured Literacy Lesson Plan provides an authentic application for pre-service teachers as they develop the skills and content knowledge necessary to craft an explicit, systematic, and cumulative Structured Literacy instruction.

This forged partnership has also allowed the literacy experts to begin to create a microcredential designed to support in-service teachers' growth in knowledge and application in the areas of Structured Literacy and the Science of Reading. The emphasis on application with appropriate support on coaching will be further developed within the ESU-LEC under the guidance of and collaboration between ESU reading faculty, the director, reading specialists, and instructional coaches.

Additionally, the Regent institutions and Washburn University will develop a Council of Directors of the Centers of Excellence in Literacy. The center directors will meet regularly to ensure knowledge across the center system, identify areas of strength, needs and places for sharing, collaboration, and partnership, and learn from each other. Additionally, the Council of Directors will meet with the Regent and Washburn College/School of Education deans to ensure a focus on our common mission.

Future Partnerships

As ESU-CEL creates partnerships with districts and schools across the catchment areas, one of the focuses will be to differentiate between trainings and strategies for educators within the multi-tiered systems of support (MTSS). During these trainings, focus will be on Tier I, Tier II, and Tier III strategies and interventions for students. Tier I instruction includes instruction for all students in the classroom- this could include whole class or small group direct and explicit instruction. Tier II instruction and interventions tend to be small group instruction for specific students using targeted instruction and strategies to meet their needs. Tier III instruction is for very few students with the greatest needs. This instruction and strategies are for very specific needs of students. Training all educators including teachers, paras, school psychologists, special educators, and principals will help schools support all students in literacy instruction.

Professional Development (PD) will be implemented for districts in the ESU catchment area to provide technical and professional assistance with the implementation of the Science of Reading and Structured Literacy beginning in Year II. The ESU-CEL will begin by conducting a needs assessment within the PK-12 setting within each district to collect data on current knowledge and application needs for in-service teachers, instructional support staff, and building/district leaders. Following data collection and analysis, the ESU center reading specialist, in collaboration with district and building leaders will develop a plan and deliver professional development that addresses the professional learning needs. Follow up implementation and additional requests for technical support (i.e., coaching) will be communicated with the reading

specialists. Reading specialists and coaches from the ESU-CEL will work closely to provide the appropriate services to the districts.

The ESU-CEL will offer training to interested in-service teachers, school psychologists, special education teachers, and other educators for the implementation of the University of Florida Literacy Institute (UFLI) *Foundations Program* (Lane et al., 2022). UFLI *Foundations* is an explicit and systematic program aligned with the Science of Reading and created by the team at UFLI. The program introduces elementary students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill to mastery and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades (P-2) or for intervention with struggling students in any grade. Reading specialists and coaches from the ESU-CEL will work closely to provide the appropriate resources and training.

Through a partnership with Churchill School in St. Louis, the ESU-CEL will offer training to interested in-service teachers for the implementation of the *Foundations Wilson Language Basics Program* (Wilson, 1996). *Foundations* is grounded in the Science of Reading and Structured Literacy and guides teachers to provide effective instructional practices in print concepts, phonemic awareness, phonics and word study, vocabulary, automaticity/fluency, and comprehension. Instruction and practice occur in a systematic, cumulative, and explicit manner that maximizes classroom time and allows students to experience greater gains in the skills required for independent and skilled reading. Reading specialists and coaches from the ESU-CEL will work closely to provide the appropriate resources and support.

Of the 32 school districts in ESU's catchment area, we have 11 districts that have already sent letters of support to work with ESU and our Center for Excellence in Literacy. McPherson College, located in McPherson and within one of the ESU catchment areas, will be a future partner in the efforts within the ESU-CEL beginning in Year II. The partnership will involve an outreach center hub at McPherson College to the county of McPherson and the counties of Marion, Dickinson, and Geary. The outreach hub will serve as another physical location for ESU-CEL reading specialists assigned to these counties as they work with the school districts within the counties and provide tutoring to P-12 students located in the counties as needed.

Current and Planned Student/Family Support

Currently, The Teachers College AmeriCorps Program (TCAP) at Emporia State University focuses on improving early literacy among Pre-K students in the region. This year, 18 education majors serve as AmeriCorps members, targeting 176 preschool-aged children, with a goal of ensuring that 80% of the students demonstrate increased academic achievement. TCAP aligns with the Kansas Volunteer Commission's education priorities, addressing achievement gaps exacerbated by the pandemic. The

program specifically supports early childhood education centers, catering to low socioeconomic and multilingual learners. AmeriCorps members utilize evidence-based practices like dialogic reading and phonological awareness lessons, receiving comprehensive training to meet diverse student needs. The initiative aims to enhance school readiness and overall academic performance. Throughout the year, TCAP uses assessment tools to track student progress and adapt interventions accordingly. A \$131,413 investment from the Commission, matched by \$43,104 in private funding, supports the program. By collaborating with local schools and childcare centers, TCAP fosters a supportive environment for all children. Ultimately, the program seeks to improve educational outcomes and quality of life for families in the Emporia region.

Mobilizing Literacy is a collaborative initiative involving educators from Coffey, Lyon, and Osage Counties focused on enhancing early childhood education and literacy through grade three. In its eighth year, the program has invested over \$3 million in 11 local school districts. The funding has expanded preschool programs from 45 to 75 classrooms and increased school-based childcare from one to nine districts, addressing critical community needs. Regular meetings emphasize action planning, data analysis, and professional development to ensure effective resource allocation, especially in response to COVID-19 challenges. Despite these obstacles, the program's data-driven approach led to significant literacy gains, with 64% of students scoring at or above state benchmarks for third-grade literacy, up from 27% in 2015. Mobilizing Literacy also emphasizes community engagement through the Literacy Bridge grant program, which provides targeted reading assistance and strengthens school-family connections. By involving pre-service teachers and community partners, the initiative creates a supportive network that improves literacy outcomes. Its commitment to increasing kindergarten readiness and expanding access to early learning reflects a holistic approach to community development. Through continuous collaboration and data-driven strategies, Mobilizing Literacy empowers families and enhances educational success across the region.

In addition, the Flint Hills Writing Project coordinator provides resources and educational materials aligned with the Science of Reading geared toward families within the community and the catchment area.

Beginning in Year II, students and families will receive support from the ESU-CEL through several offerings and services. Tutoring will be provided on location at the center or virtually, depending on the family preference. Tutoring will occur in small groups or one-on-one and it will be delivered by pre-service teachers under the guidance of the reading specialist, and by reading specialists. The assessment and instructional materials will be vetted for alignment with the Science of Reading and Structured Literacy. Additional training will be provided to tutors to ensure fidelity of instruction delivery. In consultation with a school psychologist, the ESU-CEL will also provide referrals for evaluation as needed to catchment area families who contact the center and request information.

Personnel

Personnel Capacity and Qualifications

Year I. Beginning in January 2025, the first phase of the plan implementation will include the establishment and hiring of the administrative staff. This team will include a center director and an administrative support staff member. In addition, a part-time Graduate Assistant (GA) will provide administrative support with daily tasks.

At the onset of implementation, the center director will consult with an ESU reading faculty to ensure that content and practices used are grounded in the Science of Reading. The support staff member and part-time GA will aid the director with various tasks that support the daily operations of the center. These may include communication, record keeping, scheduling, and other logistical and administrative tasks. The GA will assist the administrative staff.

Year II. In August 2025, professional and expert and support personnel will be added to the center. A data coordinator will be added to the administrative team. Reading specialists who will serve as coordinators for each county within ESU's catchment area, along with an educational psychologist and a dyslexia specialist who is Orthon-Gillinham trained. Instructional coaches will provide feedback and support to classroom teachers who are completing the Science of Reading microcredential offered through ESU's center.

The data coordinator will collect, organize, and analyze data collected from assessments measuring the center's effectiveness for the preparation and ongoing support of educators and families. Each reading specialist will be assigned to a county within the ESU catchment area and provide on-site consultation, training, and support for assessment and instruction aligned with the Science of Reading for elementary schools. The reading specialists are professionals who have completed an advanced degree in an accredited reading specialist program and may hold a reading specialist license from KSDE. The educational psychologist and the dyslexia specialist will provide expert consultation for the identification of dyslexia and instruction for students with dyslexia aligned with the Science of Reading. The educational psychologist and dyslexia specialist will provide consultation to the center director and reading specialist. Under the director's guidance, the reading specialists, educational psychologist and a dyslexia specialist will work closely with the data coordinator.

Simulation lab coordinator will coordinate and create simulation experience for preservice and inservice teachers to work with students in real time to assist PK-12 students with reading instruction. This could include coordinating experiences in PK-12 schools, digital experiences using virtual technology, and working with educational representatives from Apple Education to create and enhance digital applications for reading instruction. Josie Lolli, Emporia State University's Apple Education liaison, has submitted a letter of support to work with ESU on this endeavor.

Year III. A Placement Coordinator will provide additional assurance that pre-service teachers in the Emporia State University's elementary education, unified special education, and early childhood unified teacher preparation programs are mentored by

teachers who have earned credentials in the Science of Reading. These credentials could be KSDE approved or KBOR approved micro credentials issued from any of the KBOR institutions, including ESU. Pre-service teachers spend a semester long internship (Block 2) and a semester long student teaching (Block 3) during their senior year. This progression is a gradual introduction and application for pre-service teachers who move from learning content and pedagogy to applying these in a P-6 classroom. The Placement Coordinator will assign pre-service teachers with a mentor credentialed in the Science of Reading during Block 2 and Block 3, with each semester being in a different grade level, primary (PK-2) and intermediate (3-6).

Family literacy coordinator and/or early childhood specialist will be hired to work with families and children in the catchment areas for Emporia State University. This staff member will reach out to area families to support early literacy and learning in the catchment area counties. They will work closely with public schools to identify families with preschool children. Services will be offered including early literacy information, interventions, support in literacy, and funding. One example will be to help families sign up with the United Way of the Flint Hills or other United Way service areas for the Dolly Parton Imagination Library service. This provides free children's books to families with children under the age of 5 which promotes early literacy and supports learning.

Quality Assurance System

Data Collection

The Teachers College (TTC) at ESU has established partnerships with districts within the catchment areas. After launching the ESU-CEL and at Year II, the director of the center will conduct bi-annual meetings with an Advisory Board specifically established to provide feedback and input to guide future endeavors. The Advisory Board guidance and any changes resulting from their feedback and input will be documented in the meeting minutes and in the annual report prepared by the data coordinator.

The Advisory Board will include ESU representatives and catchment area educators. The ESU representatives will consist of a group of reading faculty, the TTC Dean, the center director, a pre-service teacher (undergraduate student), and an in-service teacher (graduate student). The catchment area educators will include an administrator and an in-service teacher and serve on a two-year term. This term rotation ensures that educators from all catchment areas have the opportunity to contribute diverse input and perspectives over time.

Additionally, the ESU-CEL data coordinator will conduct surveys with the following groups (a) in-service teachers who have completed their undergraduate teacher preparation program at ESU within the last year; (b) in-service teachers who have completed professional development and the Science of Reading microcredential provided by the ESU-CEL Center; (c) a number of catchment area administrators; and

(d) families who have received services through the ESU-CEL. The surveys will be brief Qualtrics forms to increase the return rate and gather valid data. Qualtrics is already utilized by ESU. All data will be kept confidential and managed by the data coordinator.

Individuals participating in the surveys can opt-out at any time. The surveys will be vetted for reliability and validity before launching. ESU utilizes the Council for Accreditation of Educator Preparation (CAEP) approved method for reliability and validity. Survey items will prompt educator participants to respond and reflect on self-efficacy and ability to effectively apply assessment and instruction evidence-based practices aligned with the Science of Reading and Structured Literacy; they will have the opportunity to provide suggestions for improvement. Families will provide feedback on their perception for how their child's needs were met and suggestions for improvement. Following the completion of the annual ESU-CEL report by the data coordinator, the Advisory Board will review the results and provide recommendations and guidance for areas for improvement.

Impact Measures

Although there are several legal and logistic limitations to obtaining realized P-12 student data for standardized reading assessments, there are opportunities to collect data on the impact made by the initiatives at the ESU-CEL. The data collection methods and criteria for measuring impact include:

1. Aggregate cohort grade for the Common Assessment - Structured Literacy Lesson Plan.
Data from the Common Assessment - Structured Literacy Lesson Plan will include grades for all pre-service teachers enrolled in Reading Methods and Reading Practicum during the final year in their P-6 teacher preparation program at ESU. The criteria establishing that pre-service teachers are prepared to make a significant impact on P-6 students' reading and writing achievement will be that 80% of pre-service teachers are passing this assessment with a score of 80% or higher.
2. Number of pre-service teachers passing the Praxis I Elementary Education: Teaching Reading subtest (7002). Annually, ESU will report the number of pre-service teachers who score above the cut-score for this standardized test required for licensure by KSDE. This measure will serve as a data point demonstrating the readiness of pre-service teachers who are effectively prepared to serve the needs of P-6 students.
3. Surveys responses about perceived student reading and writing performance. Catchment area educators and in-service teachers who have completed the microcredential through the ESU-CEL will respond to surveys. Surveys will include an item about perceived student improvement for reading and writing. The participants will rate the level of performance of their students (P-12) as

readers and writers (i.e., increased, decreased, remained the same) following their professional development and microcredential completion through the ESU-CEL.

The data coordinator will manage the data sets and include these in the annual report. The Advisory Board will review the results and provide recommendations and guidance for areas for improvement. These recommendations will be implemented under the guidance of the ESU-CEL director.

References

Lane, H., Contesse, V., Pollett, C., Ricke, A., Taksier, K. & Madsen, K. (2022). *UFLI foundations: An explicit and systematic phonics program*. Ventris Learning, Sun Prairie, WI.

Wilson, B. (1996). *The Wilson Reading System Instructor Manual* (3rd ed.). Wilson Language Training.