Kentucky Department of
EDUCATION

COACHING HANDBOOK

Kentucky Department of Education Coaching Handbook

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Kentucky Department of Education Coaching Handbook

Introduction

Preamble

Welcome to the Literacy Coaching Handbook, an indispensable resource designed to inspire and equip dedicated coaches like yourself to spearhead, support, and sustain a revolution in literacy education in Kentucky's schools. Within these pages, we explore the transformative power of **structured literacy** and the science behind how students learn to read and why some students struggle. This exploration will provide profound insight into the principles and strategies that will help shape the future of students' literacy success throughout the commonwealth.

We stand at a pivotal moment, recognizing that a solid foundation in literacy is the bedrock upon which all other academic achievements are built. As a team, we have the extraordinary opportunity to ignite a passion for reading in Kentucky students, enabling them to unlock their full potential and embark on a lifelong journey of learning and growth. By embracing the principles of structured literacy and supporting the implementation of evidence-based literacy practices and high-quality instructional resources, we can revolutionize the literacy landscape in Kentucky and empower teachers to better meet the diverse learning needs of their students.

Structured literacy provides a comprehensive framework that combines the best practices from cognitive science, linguistics, and educational research. This approach recognizes the intricate nature of reading and writing, acknowledging that they are not intuitive skills but rather complex processes that require explicit instruction and systematic support. By embracing what science and research have deemed as literacy best practices, we analyze information, instructional resources, and teaching practices as critical consumers, looking for validity and reliability, and adopt evidence-based strategies that unlock the potential of all students, regardless of their backgrounds or learning challenges.

Within these pages, you'll discover a treasure trove of knowledge, strategies, and practical guidance to enhance your coaching practice. We delve into the underlying theories of language acquisition, phonemic awareness, phonics, fluency, vocabulary, and comprehension—unpacking their significance and equipping you with the tools to impart this knowledge to teachers, administrators, and other stakeholders. Your role involves advocating for change and catalyzing growth, supporting, and inspiring educators to implement effective instructional practices that will transform the lives of countless students.

We recognize the challenges that lie ahead. Your position on this team demands courage, perseverance, and a shared commitment to excellence. However, **we firmly believe that together, armed with knowledge, passion, and an unwavering dedication to student success,**

we can support schools and districts in creating a future where every Kentucky student possesses the skills and confidence to thrive academically and beyond.

As you embark on this remarkable journey, remember that **you are not alone**. The collective efforts, knowledge, and experience of every team member, supported by the rich resources and guidance found in this handbook and your broader learning agenda, **will help foster a culture of literacy throughout Kentucky's schools**. We bear an enormous responsibility, but it is also a privilege to serve and support local administrators, teachers, and students in this work. Ultimately, **by empowering local educators, we will witness a shift in the narrative and growth in reading outcomes—a brighter and more promising future for generations of Kentucky readers to come**.

Thank you for your commitment to this transformative endeavor. Together, let us change the literacy landscape in Kentucky and open doors of opportunity for every child.

Onward, with passion and purpose!

State Legislation

Senate Bill (SB) 9 (2022) contains an **emergency clause**, which allows the bill to become law effective immediately upon its signing by the governor. As part of the immediate implementation of SB 9, it is the intent of the General Assembly that every elementary school:

- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- Provide a multi-tiered system of supports to assist and engage all students in learning, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 3;
- Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and
- Provide high-quality library media programs.

Beyond the immediate implementation requirements described above, the *Read to Succeed Act* provides and implementation timeline, containing the following:

School/District Implementation Timeline

By Jan. 1, 2023, each superintendent **shall** select:

- At least one reliable and valid universal screener for reading administered to all students in grades K-3; and
- At least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3.
- All teachers of students in K-3 shall be trained on any reading diagnostic assessment and universal screener selected by the superintendent prior to administration of the assessment in the 2023-2024 school year.

Beginning with the 2023-2024 school year, a reliable and valid universal screener shall be:

- Given in the first 45 days of the school year for all kindergarten students; and
- Given in the first 30 days of the school year for grades 1-3.
- Based on the data from the above, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in reading.

Beginning with the 2023-2024 school year, if the reading diagnostic assessment demonstrates that a student's rate of progress toward proficiency in reading needs accelerated interventions, the local school district shall provide:

- Enrichment programs through grade 3 using evidence-based reading instruction;

- Intensive instructional services, progress monitoring measures and supports to students through grade 3; and
- Parents and legal guardians of students identified for accelerated interventions in reading with a "Read at Home" plan.

Senate Bill 156 (2023)
Senate Bill 156 (2023) amended KRS 158.305, which is part of the Read to Succeed Act, related to the adoption and implementation of high-quality instructional resources (HQIRs) for K-3 reading.

The law establishes that by **July 1, 2024**, "each superintendent **shall adopt a common comprehensive reading program** that is **determined by the department to be reliable, valid, and aligned to reading and writing standards** required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education **for kindergarten through grade three (3) for all schools or a subset of schools**, with consultation of all affected elementary school councils," (emphasis added).

Beginning with the 2024-2025 school year, if a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, the local school district shall provide:

- Enrichment programs in grade 4 using evidence-based reading instruction; or
- Intensive instructional services, progress monitoring measures and supports to students in grade 4; and
- Written notification of the interventions and supports to the parent or legal guardian of the student.

Post-Secondary/Educational Professional Standards Board (EPSB) Implementation Timeline:

Beginning in the 2022-23 school year, postsecondary institutions offering teacher preparation programs for interdisciplinary early childhood education or elementary regular education shall include evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension and on:

- The administration of specific assessment processes and programs used to identify student strengths and needs;
- The use of assessment data for designing instruction and interventions;
- Progress monitoring of student performance; and
- Instructional strategies that address students' individual differences.

By Jan. 1, 2024, the EPSB shall develop and maintain a list of approved teacher preparation tests; and **Beginning in the 2024-2025 school year,** all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test.

Kentucky Department of Education Implementation Timeline:
By Sept. 1, 2023, if funds are appropriated, the department shall establish required teacher academies or coaching models for teachers of students in Pre-K through grade 3.
The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading.

Vision for Excellence in Early Literacy Instruction

The Division of Early Literacy (DEL) supports and encourages systemic efforts to improve early literacy, working to ensure that all Kentucky learners, in particular students of color, students experiencing poverty, multilingual learners, and students with disabilities, become successful readers and writers. Learners should be equipped and empowered to read, comprehend, and analyze grade-level appropriate, complex texts independently and proficiently by the end of third grade. Literacy learning experiences should align to the Kentucky Academic Standards (KAS) for Reading and Writing, the Interdisciplinary Literacy Practices, accelerate the development of foundational reading skills, and support content-rich knowledge building.

Through the development and implementation of local early literacy policies, procedures, and practices, Kentucky students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language. They will see themselves as readers and writers who persevere in the face of challenging work. Kentucky school districts will build family, community, and school partnerships so students are successful readers, writers, and communicators that are prepared to meet the demands of college and career and to engage as productive members of society.

As such, Kentucky learners deserve to be supported in:

- Engaging in rich language and literacy experiences;
- Accessing high-quality instructional resources (HQIRs) for English Language Arts as part of Tier 1 Instruction - including a systematic and explicit foundational skills program and content-rich materials to support knowledge building – and, as needed, tiered and aligned interventions that accelerate learning from HQIRs;
- Experiencing print-rich classrooms and engage with a wide range of high-quality literature and informational text so that they can build their knowledge of the world, gain

confidence with challenging texts, and develop the critical thinking skills and vocabulary necessary for long-term success;
- Experiencing reading aloud daily, fostering a deep enjoyment of reading and exposure to rich language and text that allows learners to build knowledge about the world around them;
- Receiving frequent and systematic vocabulary instruction embedded in high-quality and diverse texts, expanding vocabulary each year to improve comprehension and enhance written and verbal communication skills; and
- Receiving foundational writing instruction, including instruction in the mechanics of writing, emphasizing writing proficiency across a variety of modes, purposes, and audiences.

This means that Kentucky educators must be empowered to:

- Reflect a mindset that every learner, especially students of color, students experiencing poverty, multilingual learners, and students with disabilities, can read proficiently by the end of 3rd grade;
- Understand and apply the cognitive processes and skills involved in learning how to read, including a knowledge of the essential components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Explicitly, systematically, and sequentially teach and reinforce foundational reading skills while simultaneously engaging students in complex texts;
- Implement high-quality instructional resources (HQIRs) for English Language Arts as part of Tier 1 Instruction and ensure that tiered interventions are structured, systematic, and aligned to the HQIRs;
- Utilize complex and diverse texts that intentionally build student knowledge of the world around them, ensuring that students get opportunities to be critical thinkers, readers, writers, and speakers;
- Utilize teaching strategies associated with effective reading instruction, multisensory instruction, and evidence-based interventions and supports;
- Implement a comprehensive assessment system that includes universal screening for proficiency in foundational skills, diagnostic measures, and progress monitoring to gather evidence of student learning and to inform instruction to meet the individual needs of each student;
- Focus on leveraging, building, and utilizing literacy to celebrate students' linguistic and cultural assets; and
- Communicate with and involve students' caregivers (e.g. parents, guardians, etc.) so they can support early literacy development and their child's journey to becoming a skilled reader.

Therefore, district and school leaders must commit to:

- Developing and implementing a comprehensive literacy plan, grounded in a vision for high-quality literacy instruction, that supports district wide literacy goals and strategies, and systematically moves students towards reading independently and proficiently by the end of 3rd grade;
- Taking ownership in ensuring that all educators (e.g. teachers, leaders, support staff, etc.) develop the mindset, knowledge, and skills to support all students' success with grade-level texts and tasks;
- Dedicating no less than 120 minutes a day for literacy instruction within Tier 1 Instruction for K-3 students including foundational skills, language comprehension, and differentiated small-group instruction, ensuring that all students receive comprehensive literacy instruction as part of Tier 1 Instruction;
- Selecting and implementing high-quality instructional resources (HQIRs) for English Language Arts as part of Tier 1 Instruction and provide high-quality professional learning (HQPL) that supports all educators in the implementation of HQIRs, including those providing direct support to students with disabilities and multilingual learners;
- Providing ongoing, high-quality professional learning (HQPL) and coaching for all educators in structured literacy. This includes explicit and systematic instruction in language development, phonological awareness, phonics, fluency and comprehension, and the use of evidence-based techniques and interventions for teaching early literacy skills;
- Developing systems and schedules that support collaborative planning and provide teacher support through regular, meaningful coaching partnerships, including observation-feedback cycles;
- Developing and implementing a comprehensive assessment system including universal screening for proficiency in foundational skills, diagnostic measures, progress monitoring, and an outcome measure to gather evidence of student learning and to inform instruction to meet the individual needs of every student;
- Providing and acting on, as needed, individualized reading improvement plans that outline the specialized supports and evidence-based interventions for student having difficulties with early literacy skills, including those who exhibit characteristics of dyslexia;
- Creating programming and providing access to tools and resources so that students' caregivers (e.g. parents, guardians, etc.) can support children's literacy and language development at home; and
- Making available before school, after school, and summer literacy programming.

Logistics Processes & Guidelines

Acceptable Use Policy

- **Electronic Mail**: It must be understood that appropriate use of electronic mail should draw from standards for student and employee communication which already exist.
- **Internet Activity**: Employees and students must understand that internet searching and activity that involves inappropriate material is prohibited in accordance with Senate Bill 230 and 701 KAR 5:120.
- **Use of Technology**: Employees and students must understand that technology (e.g., computers, printers, peripherals, external hard drives, thumb drives, etc.) used in the school and work environment are for work and learning related purposes.
- **Affidavit of Non-Disclosure**: Acknowledgement form that covers the protection of confidential information that the employee may have during their employment. Visit the Kentucky Department of Education SharePoint to download the form.

Absences

Sick, personal, emergency, and non-contract days

Please reflect time off on your Outlook calendar with a simple title like "Leave" or "Non-Contract Day."

- All leave is documented on the MOA Timesheet, Division of Early Literacy (DEL) SharePoint, and sent to your State Regional Literacy Director (SRLD). Whenever you are not at your school or away from your duty station, you must submit leave.
- As an MOA employee, if you plan to take a district provided sick, personal, or emergency day, you will need to follow the local protocol for usage. This may require the completion of your home district's sick leave/personal leave form and submission to your district contact, or it may simply require an email. You will want to ensure you know your local district preferences for usage.
- **Contact the principal of the school, send your SRLD an email and update your Outlook calendar.**
- Personal leave is expected to be submitted for approval in advance, except in emergency situations.
- When on leave, please set your email "out of office" auto reply message.

- **Example:** "Hello, I will be out of the office on the afternoon of (day of week, month and date). I will only have limited access to email but will respond as soon as possible upon my return the morning of (day of week, month, and date). For immediate assistance, please call (KDE office number). Thank you."
- Absences are taken into consideration during evaluations as part of supporting assigned schools.

Calendar/Timesheets

- SRLDs and SLCSs are required to complete work calendars/timesheets showing days worked, sick days, personal days, flex time, holidays, and non-contract days from July 1 to June 30.
- SLCSs should look at their assigned school's calendar and maximize the number of days they are present in school when students are required to attend.
- SRLDs will submit their timesheet to Ashley Hill at the end of each month.
- SLCSs will submit their timesheet to their assigned SRLD at the end of each week.

Communication Protocols and Chain of Command

It is critical to follow the chain of command described below. Processes are in place to ensure that everyone's time is honored.

- If you are a State Literacy Coaching Specialist (SLCS), always contact your State Regional Literacy Director (SRLD) **first**, when you have questions or issues. The SRLD can then contact the assistant director of early literacy for support, if needed.
- If you are a SRLD, always contact the assistant director of early literacy first, when there are questions or issues.

Division of Early Literacy Chain of Command
Micki Ray, Chief Academic Officer
Christie Biggerstaff, Director of Early Literacy
Ashley Hill, Assistant Director of Early Literacy
Alison Gregory, State Regional Literacy Director – Western Kentucky
Tara Griffith, State Regional Literacy Director – Jefferson County Public School District
Whitney Hamilton, State Regional Literacy Director – Central Kentucky
Amelia Powers, State Regional Literacy Director – Northern Kentucky
Marcia Ward, State Regional Literacy Director – Eastern Kentucky

Ashley Hill, Assistant Director of Early Literacy, is the direct supervisor of the State Regional Literacy Directors (SRLDs).
State Literacy Coaching Specialists (SLCS) report to their assigned SRLDs.

Email Guidelines

As a representative of the KDE, effective communication in both internal and external email responses is crucial. Ensure that all email messages receive a reply within 24 hours, even if it's just to acknowledge receipt and indicate that you are gathering additional information.

When you are on leave or working in the field with limited email access for more than 24 hours, **set-up an away message**. This away message should include relevant dates and contact information for an alternate point of contact. Similarly, **respond promptly within 24 hours after your return or when the away message expires**.

Responses should use 12 pt. Times New Roman font and be in paragraph form. The salutation should be "Dear John Doe," with a comma, no colon.

Email Etiquette

- **Be sure to reply to all** if you have resolved an issue that was raised to a group of people so that everyone knows the issue has been resolved.
- **Pay attention to recipients of emails** and whether you are copied. If you are copied on an email, please consult with the intended recipient before responding. If you copy someone on an email, please indicate who you are copying and why.
- **Please copy your regional team** when responding to questions from the field, so they can use the same language if they receive the same question.

Email Signature

Email signatures should be formatted as follows:

Your Name
Your role
Office of Teaching and Learning

Phone: (502) XXX-XXXX Ext. XXXX
Email: first.lastname@education.ky.gov
300 Sower Blvd. - 5th floor
Frankfort, KY 40601
Twitter: @KyDeptofEd

Flex Time

There may be times that you will need to work after your scheduled workday for meetings, events, etc. All requests for flex time must have prior approval before claiming and using that time. Please note, approval of time off requests may be contingent upon staff coverage or division workload during the desired time off request.

Office of Educational Technology (OET)

All DEL staff members are required to use a KDE-issued device and e-mail account for work. Work-related communication through e-mail should only be through the KDE e-mail account.

For technical assistance with your KDE-issued device, please call the Help Desk at (502)564-2002, or e-mail ketsservicedesk@education.ky.gov

***Never allow school or district personnel to work on your device**

Getting Set Up: OET Staff Technology Resources

Please visit the OET SharePoint Site to find information on how to:

- Access KDE virtual meeting backgrounds.
- Set up your Office365 profile photo.
- On-Demand Training videos and targeted Sessions.

Inclement Weather

Check your assigned school's closure status and assess travel safety from your home. If it's unsafe, take the day as a telecommuting workday. **Contact the principal of the school, send an email to your SRLD, and update your Outlook calendar.** Always prioritize safety while maintaining professionalism.

If you are forced to stay home due to inclement weather, treat it as a workday. Use this time to catch up on paperwork and plan for upcoming model lessons, meetings, and PLCs. Remember to be available to your SRLD and other KDE leadership throughout the entire workday.

Memorandum of Agreement (MOA)

Memorandum of Agreement (MOA) is a contractual agreement between a state agency and any other governmental body or political subdivision that involves the exchange of resources or responsibilities to carry out a governmental function. (KRS 45A.690(1)(d)); The Division of Early Literacy personnel contracts are referred to as MOAs and are provided by districts annually.

The Read to Succeed Fund, established in KRS 158.806, provides for the creation of the literacy coaching program using monies appropriated or otherwise received by the *Read to Succeed Fund.*

Microsoft Teams Etiquette

Expectations for KDE Employees telecommuting/attending online meetings:

- Always use an up-to-date and approved KDE background on Microsoft Teams.
    - Currently, there are 10 approved backgrounds you can choose from.
    - These backgrounds can be found in the Division of Communications SharePoint Drive.
- Keep your camera on to demonstrate engagement with the other video conference participants. Exceptions to this can be made in the case of larger group video conferences (more than 5-6 participants), or if you need privacy for a short amount of time.
- Follow the KDE Dress Code Policy.
- Pets should not appear on screens and efforts should be made to minimize disruptions (sounds) from pets.

- Child or dependent care should be arranged. While it is permissible for caregivers or children/dependents to be present while telecommuting, employees' time and attention should be devoted to KDE business during the workday.
- While telecommuting, arrangements should be made so that deliveries or other disruptions do not interrupt online meetings.
- Participation and presence in online meetings should be prioritized, and employees should not attempt to multi-task and attend to other personal appointments (i.e., medical appointments, grocery shopping, picking up dry-cleaners, auto repair appointments, etc.) during working hours if personal leave is not taken.
- When telecommuting, employees must be available to receive phone calls and able to respond to emails unless in meetings or completing other work duties.

Presentations

All presentations must be approved before being shared. The approval chain of command:

- SRLD
- Ashley Hill/Christie Biggerstaff
- Micki Ray - all final approvals must go through Micki

SharePoint

The Division of Early Literacy's (DEL) SharePoint page will be utilized to submit leave requests and travel, etc.). Additional resources for your role are also housed on SharePoint.

SLCS Planning Days – Direct Reports

When placed in schools in the 2024-25 academic year, SLCSs should be at their assigned schools Monday-Thursday. Fridays will be telecommuting days and considered "Planning Days." Planning Days are to be used for meetings, professional learning, planning, paperwork, etc.

Expect to have a meeting with your SRLD each Friday to relay what is happening in your school, ask questions, talk through any issues there may be, etc. This meeting is called a Direct Report. It may be a good idea to schedule those at the same time each Friday as your weekly cadence.

Social Media

Do not post on social media during the workday (between 8:00 a.m. and 4:00 p.m. ET). This policy applies for inclement weather days, telecommuting days, virtual coaching days, etc., (all KDE working contract days).

Writing Style Guide

For more information on written communication, refer to the KDE Writing Style Guide.

State Literacy Regional Directors

Competencies

Competencies ***Competencies are the knowledge and skills expected of SRLDs.***	**Activities** ***Activities are the actions expected of SLRDs and align with the coaching competencies.***
Content Knowledge. SRLDs will understand best teaching practices as well as best coaching practices. They will be able to work with adults skillfully and tactfully. They will be able to navigate the complexities of change management and understand the technical versus adaptive work in support of greater outcomes. They will be up to date on the latest research, including structured literacy and knowledge-building approaches. • SRLDs will provide regular, ongoing feedback to their SLCSs in order to improve coaching practice and ensure that teachers are consistently receiving high-quality coaching. **Build Relationships.** SRLDs will build relationships with a wide array of stakeholders, including teachers, school, and district leaders, along with the SLCSs they manage. They will be able to leverage these relationships to influence positive change and impact outcomes. • SRLD will communicate regularly, intentionally, and effectively with all stakeholders both in written and verbal form. • SRLDs will skillfully manage and resolve conflict across their coaching	• Engage in ongoing professional learning to stay current on the latest research and evidence-based practices for literacy instruction and coaching. • Build relationships with leaders and teachers at the school and district level. • Serve as the liaison between KDE and district and school leadership teams. • Conduct a local assessment of the current state of literacy, including school culture and climate. • Guide the creation of coaching plans, goals, and action items to address and monitor areas of improvement through regular coaching cycles, at the teacher, school, and SLCS team level. • Conduct observations of coaches and provide feedback on coaching strategies and feedback conversations. • Lead data conversations with coaching teams and school teams, and ensure coaching teams are driving toward DEL goals and priorities.

teams with an asset-based orientation toward management. **Change Agents.** SRLDs will be agents of change within the state of KY to ensure that instructional practices and mindsets are aligned with the research. They will additionally support the selection, adoption, and implementation of high-quality instructional resources. • SRLDs will have deep knowledge of KY policy around literacy, ensuring that they are providing correct and compelling guidance to district leaders and SLCS teams. **Persistent.** SRLDs will navigate complex situations and dynamics within teams and districts with humility, empathy, and perseverance. They will be relentless in their pursuit of SLCS, school, and district growth. • SRLD will model a growth mindset and curious nature while welcoming uncertainty through systems building and problem-solving. **Continuous Improvement.** SRLDs will engage in ongoing professional learning for themselves to ensure they are abreast of the latest and most impactful research, best practices, and management and coaching techniques. SRLDs will consistently work to address the overarching goals of the DEL team, prioritizing the larger team goals over individual SLCS team goals. SRLDs will share responsibility for DEL workstreams and	• Plan and facilitate professional learning for coaching specialists, including creating protocols for problem-solving.

prioritize their DEL responsibilities alongside their management of SLCSs.	

Job Description

State Regional Literacy Directors

The Kentucky Department of Education (KDE) seeks a high-performing State Regional Literacy Director (SRLD) to implement the state coaching model and lead the State Literacy Coaching Specialists (SLCS). SRLDs will oversee SLCSs in their support of assigned schools so that there can be cohesive, sustained, intensive and classroom-focused literacy approaches that are rigorous, evidence-based, and relevant for students.

Job Responsibilities

Strategy Leadership

- Alongside the Director and Assistant Director of Early Literacy, implement the Department's strategic vision and plan for supporting instructional improvement in literacy aligned to Senate Bill 9 (2022), the *Read to Succeed Act*.
- Represent the literacy team's priorities and vision in working with other agency offices, Kentucky educators, and other stakeholders.

Team Leadership

- Support and supervise a team of State Literacy Coaching Specialists (SLCS).
- Create opportunities for the SLCS to grow personally and professionally.
- Confidently and humbly work with superintendents and district and school leaders, to marshal the will, talent, and information required for improvement in student literacy achievement in all schools, particularly those who are in greatest need.
- Coordinate efforts to ensure adequate, efficient support for identified schools and local education agencies (LEAs).
- Assist LEAs in building capacity to critically assess the local needs in early literacy and selectively implement evidence-based practices to meet those needs.
- Implement and manage literacy plans of action.
- Support the SLCS to meet the highest standard of quality as they provide instructional support resources to the field connected to Senate Bill 9 (2022) implementation.

Essential Knowledge and Skills

- Strong knowledge of evidence-based early literacy concepts and practices, including structured literacy practices and the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Project management skills, including long-range planning, progress monitoring and ability to juggle multiple complex and long-term projects.
- People management and team leadership skills, including strategic planning and leading a team to promote both a sense of belonging and value among team members and to achieve meaningful goals.
- Knowledge of instructional systems in schools and districts, including concepts of effective professional development, high-quality curriculum and the systems and structures that are needed to improve student outcomes in literacy.

Desired Mindsets and Attributes

- Commitment to equity in education, and a desire to work with SLCSs, teachers and educational leaders to help all students receive evidence-based literacy instruction.
- Eagerness for feedback and commitment to continuous improvement.
- Collaborative and team-oriented approach; interest in working with diverse educators and colleagues to advance our shared goals.
- Sense of urgency for literacy achievement.
- Motivates others to perform at high standards.
- High degree of professionalism to ensure and protect the confidentiality of educators and students.
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively.
- High-quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions.
- Persistent despite obstacles.
- Ability to orchestrate change while maintaining a growth mindset.
- Values lifelong learning.
- Believes that all students can learn to read, and coaching can make a difference.
- Desires to grow professionally.

Preferred Experience

- Experience teaching in the K-12 classroom.
- Experience leading other educators, in a position either with or without formal authority.
- Experience in the *Language Essentials of Teachers of Reading and Spelling* (LETRS) coursework and the research on how the brain learns to read and why some students struggle.

The State Regional Literacy Directors will work within the Department's Office of Teaching and Learning on MOA contracts from a district or regional educational cooperative and will be based in the field. Travel throughout the assigned region to the districts in which the SLCS are placed will be required.

Regional Director Evaluation

State Literacy Coaching Specialists

Competencies

Competencies ***Competencies are the knowledge and skills expected of coaches.***	**Activities** ***Activities are the actions expected of coaches, and align with the coaching competencies.***
Content Knowledge. Coaches will understand the best teaching practices, as well as best coaching practices. They will be able to work with adults skillfully and tactfully. They will be able to navigate the complexities of change management and understand the technical versus adaptive work in support of greater outcomes. They will be current with the latest research, including structured literacy and knowledge building approaches. • Coach has deep knowledge and understanding of high-yield instructional strategies and coaching moves. **Build Relationships.** Coaches will be able to build relationships with a wide array of stakeholders, including teachers, as well as school and district leaders. They will be able to leverage these relationships to influence positive change and impact outcomes. • Coach communicates regularly, intentionally, and effectively with all	• Build relationships with leaders and teachers • Conduct assessment of current state of literacy • Create plan, goals, and action items to address and monitor areas of improvement through regular coaching cycles • Co-plan with teachers to support lesson and unit internalization • Co-teach or model for teachers • Conduct observations and provide feedback • Lead PLCs or communities of practice focused on instructional preparation; build capacity in other leaders to lead

school staff both in written and verbal form. • Coach is trusted and well known throughout the building and all staff understand the role and goals. • Coach collaborates and meets regularly with school leadership and staff to build a culture of improvement. **Change Agents.** Coaches will be agents of change within the schools and districts to ensure that instructional practices and mindsets are aligned with the research. They will additionally support the selection, adoption, and implementation of high-quality instructional resources. • Coach assists the school with the implementation of change models that lead to improved organizational outcomes. **Persistent.** Coaches will be able to navigate complex situations and dynamics within schools and districts with humility, empathy, and perseverance. They will be relentless in their pursuit of individual, school, and district growth. • Coach models a growth mindset and curious nature while welcoming uncertainty through systems building and problem solving. **Continuous Improvement.** Coaches will engage in ongoing professional learning for themselves to ensure they are abreast of the latest and most impactful research, best practices, and coaching techniques.	• Lead data conversations (teacher and/or student focused) • Engage in self-initiated and self-paced learning and track progress • Facilitate professional learning

• Coach uses data to determine their own personal effectiveness within the scope of their role and responsibilities. • Coach is a self-advocate for their own professional growth and seeks to learn alongside other colleagues and team members.	

Job Description

State Literacy Coaching Specialist

The Kentucky Department of Education (KDE) seeks a high-performing state literacy coaching specialist (SLCS) to provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused literacy approach that is rigorous, engaging, and relevant for students. SLCSs will be required to effectively identify the needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of third grade.

Job Responsibilities:

- Implement the Kentucky Department of Education's strategic vision and plan for supporting instructional improvement in literacy aligned to Senate Bill 9 (2022) including:
- Early literacy universal screener and diagnostic assessments
- High-quality instructional resources (HQIRs)
- High-quality professional learning (HQPL)
- Effective multi-tiered system of supports (MTSS)
- Provide daily instructional support and resources to the school level administrators and teachers around the five components of reading, curriculum implementation, assessment administration, and data analysis
- Model effective instructional practices in coaching and feedback cycles
- Critically assess the needs of underperforming schools in the area of early literacy and selectively implement evidence-based practices through a literacy plan of action
- Assist administrators and teachers in the development of a schoolwide literacy plan and strategies for monitoring the implementation of the plan
- Lead professional learning to meet the needs of administrators and teachers
- Participate in coaching and feedback cycles promote evidence-based literacy instruction

- Provide clear, timely, and candid written and oral feedback to teachers around their literacy instructional practices
- Meet regularly with administrators and teachers to review data and make recommendations for adjustments in instructional practices
- Collaborate with other SLCS to refine and calibrate coaching practices
- Assist administrators and teachers in providing regular data reports to their Local Education Authority (LEA) and other stakeholders

Desired Knowledge and Skills

- Strong knowledge of evidence-based structured literacy concepts and practices including the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Thorough understanding of the Kentucky Academic Standards (KAS) for reading, writing, and composition in grades K-5
- Knowledge of instructional coaching approaches and strategies
- School-level people management and team leadership skills, including strategic planning and leading a team achieve literacy goals
- Knowledge of instructional systems in schools, including concepts of effective professional development, high-quality curriculum, and the systems and structures that are needed to improve student outcomes in reading

Desired Mindsets and Attributes

- Commitment to equity in education, and a desire to work with teachers and educational leaders to help all students receive evidence-based literacy instruction
- Eagerness for feedback and commitment to continuous improvement
- Collaborative and team-oriented approach; interest in working with diverse educators and colleagues to advance our shared goals
- Sense of urgency for literacy achievement
- Motivating others to perform at high standards
- High degree of professionalism to ensure and protect the confidentiality of educators and students
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively
- High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions
- Persistent despite obstacles
- Ability to orchestrate change and maintain a growth mindset
- Valuing lifelong learning
- Belief that all students can learn to read, and coaching can make a difference

- Desire to grow professionally

Desired Experience

- Experience teaching in the preK-12 classroom
- Experience in coaching and feedback cycles
- Experience in the Language Essentials for Teachers of Reading and Spelling (LETRS) coursework and the research of how the brain learns to read and why some students struggle.

The State Literacy Coaching Specialist will work within the Department's Office of Teaching and Learning and will be based within highest need schools within their region. KDE employees are currently required to report to the office three days per week and may telework up to two days per week, if approved by their supervisor.

State Literacy Coaching Specialist (SLCS) Evaluation

School Selection

District/School Assurances

Introduction

The Office of Teaching and Learning Division of Early Literacy (DEL) will support [SCHOOL] through a partnership with a school-based literacy coach, for the 2024-2025 academic year. [SCHOOL]'s literacy partner is [COACH NAME]. Through this partnership, [COACH NAME] will collaborate with [DIRECTOR], who serves as the State Literacy Director for your region, and the building leaders and teachers in your school to (1) increase literacy knowledge and (2) support instructional shifts through coaching.

The goal of this partnership is to empower educators to implement evidence-based literacy practices and standards-aligned grade-level instruction and to foster a culture of continuous improvement and increased student success.

Senate Bill 9 (2022), the *Read to Succeed Act*, outlines the critical importance of reading proficiency for the academic and lifelong success of Kentucky's youngest readers. Enacted to elevate literacy across the state, the *Read to Succeed Act* calls for the Kentucky Department of Education to create a comprehensive literacy coaching model aimed at supporting schools in their pursuit of excellence in literacy. Pursuant to Kentucky Revised Statute (KRS) 158.305, the

coaching model "shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading," (10).

Roles and Responsibilities

School-Based Literacy Coach

The school-based literacy coach will partner with schools to:

- Build relationships with leaders and teachers at the school and district level;
- Provide on-site coaching Monday-Thursday of each week;
- Assess the current state of literacy instruction within the school;
- Observe instruction and provide constructive feedback and opportunities for reflection;
- Create plans, goals, and action items to address and monitor areas of literacy improvement through regular coaching cycles;
- Support teachers in unit and lesson internalization for the school's adopted high-quality comprehensive reading program, per KRS 158.305;
- Co-teach with and/or model lessons for teachers;
- Lead professional learning communities or communities of practice focused on instructional preparation while building leadership capacity;
- Lead data conversations; and
- Facilitate small group or schoolwide professional learning opportunities.

Literacy Director

The literacy director will partner with schools to:

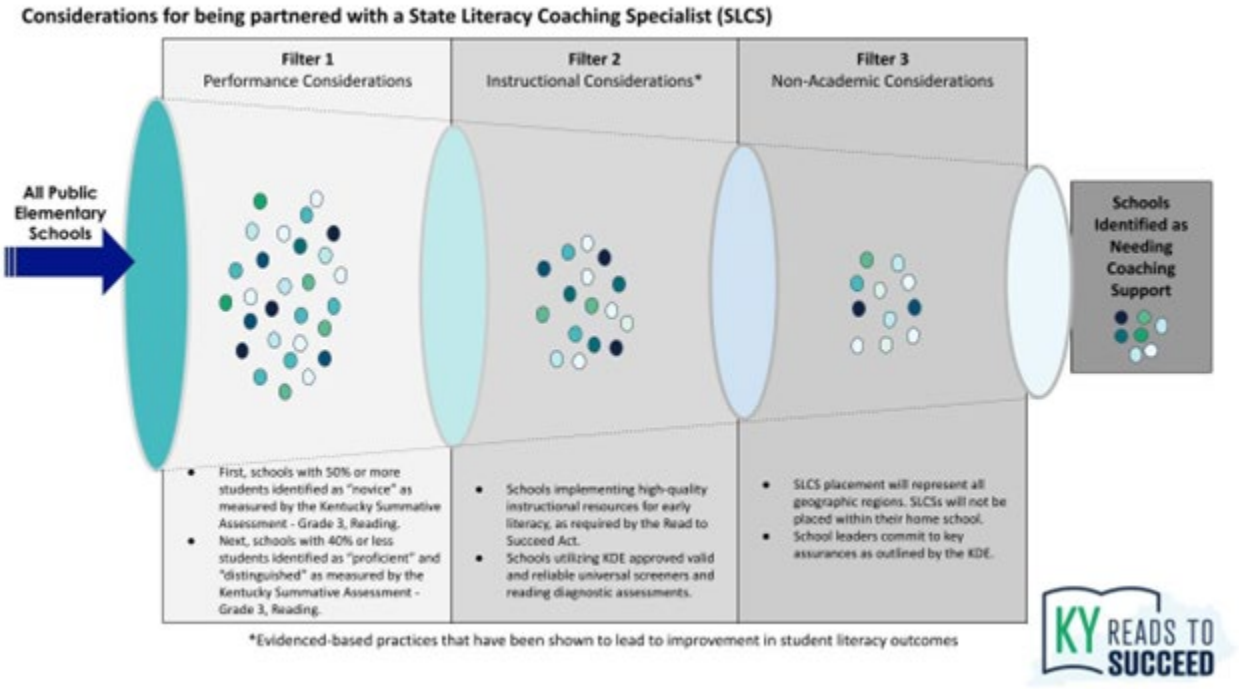
- Serve as liaison between the Kentucky Department of Education (KDE), district and school leadership teams;
- Build relationships with leaders and teachers at the school and district level;
- Assess the current state of literacy instruction;
- Guide the creation of coaching plans, goals and action items to address and monitor areas of improvement through regular coaching cycles;
- Observe coaches and provide support around coaching strategies and feedback conversations;
- Co-lead data conversations to ensure school-based coaches are driving toward DEL goals and priorities; and
- Co-plan and facilitate professional learning with school-based coaches.

School
[SCHOOL] will:

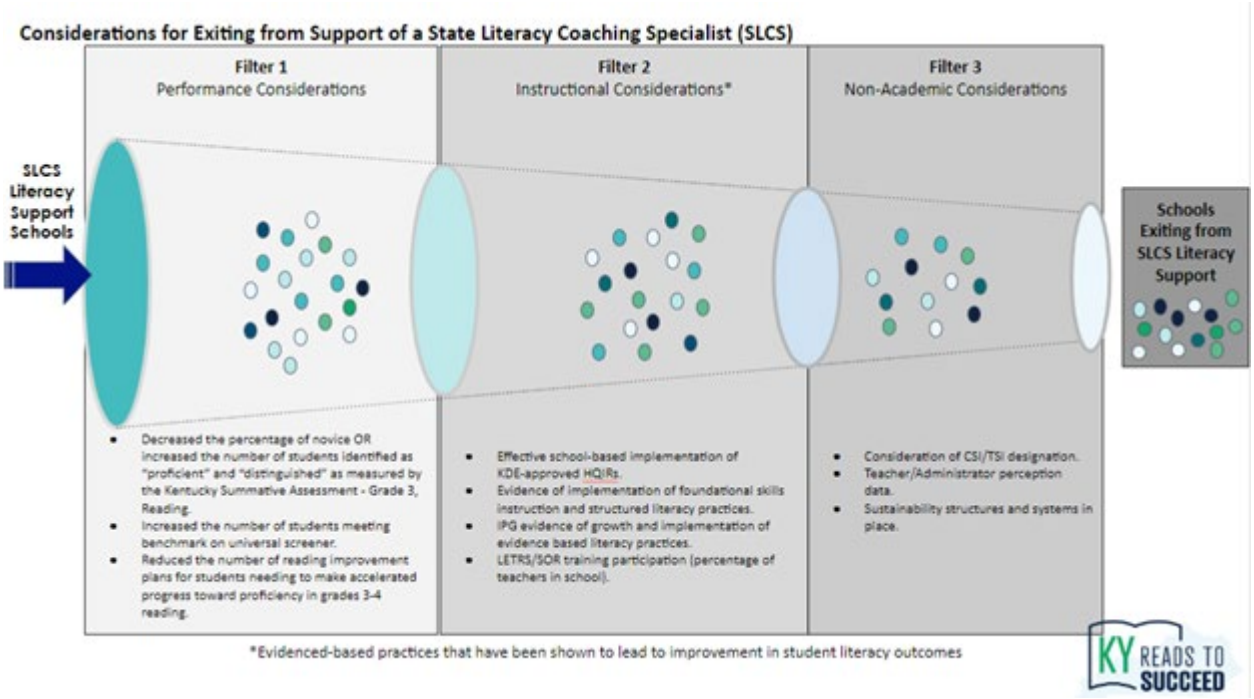
- Serve as liaison between the Kentucky Department of Education (KDE), district and school leadership teams;
- Build relationships with leaders and teachers at the school and district level;
- Assess the current state of literacy instruction;
- Guide the creation of coaching plans, goals and action items to address and monitor areas of improvement through regular coaching cycles;
- Observe coaches and provide support around coaching strategies and feedback conversations;
- Co-lead data conversations to ensure school-based coaches are driving toward DEL goals and priorities; and
- Co-plan and facilitate professional learning with school-based coaches.

These assurance statements underscore the commitment and collaboration between the OTL Division of Early Literacy, the literacy director, the school-based literacy coach, and [SCHOOL]. Through this shared commitment, we affirm our collective responsibility to invest in teachers and improve literacy outcomes for all students.

Entrance Criteria for Identified Schools



Exit Criteria for Identified Schools



Tools and Resources

Data Analysis

Data Conversation Template

Data Analysis Reflection Protocol

Launching Coaching

School Literacy Planning Tool

The *Read to Succeed Act* (2022) requires the Kentucky Department of Education (KDE) to establish a state literacy coaching model for K-3 teachers, per KRS 158.305. The coaching model shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading. As part of the state literacy coaching model, State Literacy Coaching Specialists (SLCSs) are partnered with schools that need support to improve early literacy instruction.

Guided by the Kentucky Literacy Framework, this planning tool can be used by SLCSs to access, collect and/or gather data that informs the support provided to partner schools. **This planning tool focuses on two (2) of the domains** (Data and Assessment and Literacy Instruction) **included in the Kentucky Literacy Framework** and is designed to be revisited 2-3 times in a school year (e.g. fall, winter and spring) in collaboration with school administrators, literacy leadership teams, and K-5 teachers to identify the practices, processes and services that will improve early literacy instruction.

School Literacy Planning Tool

School Literacy Planning Tool Example

Coaching Log

The coaching log is an official, transparent document that captures basic information about the coaching work happening between coaches and teachers at your school site. A coaching log not

only serves as an organizational tool for coaches, it can also help coaching teams identify trends and assess the effectiveness of coaching practices. This log contains the following information: the name of the teacher receiving coaching, the date the teacher receives coaching, the topic the teacher is receiving coaching on, and the tasks associated with the coaching plan. This is not a confidential document and may be shared with the school administration and DEL team upon request. Coaches should use the template linked here. Coaching logs will be updated by 5:00 pm on Fridays.

Coaching Cycle Framework

Observation and Feedback

Learning Walk Protocol

Learning walks help us create a shared vision for excellent literacy instruction aligned to structured literacy and grounded in HQIR.

Learning walks provide opportunities to identify patterns in instruction across classrooms to help determine targeted support for teachers while also building educators' instructional leadership.

Over time, learning walks help to ensure the integrity of an HQIR is maintained so it can more fully support a school and/or district reaching its instructional vision for teaching and learning in a content area.

Learning Walk Protocol

Learning Walk Overview & Sample Agenda

Instructional Practice Guide K-3 Foundational Skills

The Instructional Practice Guide for K-3 Foundational Skills for Reading and Writing describes core instructional practices shown to improve student outcomes and aligned to the *Kentucky Academic Standards (KAS)*. This IPG supports curriculum-focused:

- observation-based feedback on classroom practice contributing to student outcomes;
- reflection on instructional practices and shifts; and
- identification of professional learning needed to support standards-aligned practice.

It may be helpful to supplement what is observed with further evidence from artifacts, such as lesson plans, tasks, or student work. Although many indicators will be observable during a lesson, some lessons may appropriately focus on a smaller set of objectives, or an observation may occur during only a portion of a lesson.

In those cases, some of the tool may be left blank. Finally, districts/schools may choose to stagger their observation focuses as they move through implementation of the local curriculum and high-quality instructional resources (focus on *Culture of Learning* and *Core Action 1* in year one, for example).

***Important Note**: For professional learning support with academic standards and aligned practice, please visit kystandards.org. For support with foundational skills, please visit The Kentucky Department of Education's Structured Literacy page.*

Instructional Practice Guide K-3 Foundational Skills

Instructional Practice Guide K-12 Reading and Writing Comprehension

The Instructional Practice Guide for Reading and Writing describes core instructional practices shown to improve student outcomes and aligned to the *Kentucky Academic Standards (KAS)*. This IPG supports curriculum-focused:

- observation-based feedback on classroom practice contributing to student outcomes;
- reflection on instructional practices and shifts; and
- identification of professional learning needed to support standards-aligned practice.

It may be helpful to supplement what is observed with further evidence from artifacts, such as lesson plans, tasks or student work. Although many indicators will be observable during a lesson, some lessons may appropriately focus on a smaller set of objectives, or an observation may occur during only a portion of a lesson.

In those cases, some of the tool may be left blank. Finally, districts/schools may choose to stagger their observation focuses as they move through implementation of the local curriculum and high-quality instructional resources (focus on *Culture of Learning* and *Core Action 1* in year one, for example).

***Important Note**: For professional learning support with academic standards and aligned practice, please visit kystandards.org.*

Instructional Practice Guide K-12 Reading and Writing Comprehension

Steps for Effective Feedback

Six Steps for Effective Feedback Document

Planning

Unit internalization template

Full Template for Unit Internalization

Unit Internalization Steps Abbreviated		
1.	READ	the overview for the unit to understand the **"Big Picture**"
2.	IDENTIFY	the **standards/skills** students learn throughout the unit and **how they connect to previous and upcoming learning**.
3.	EXAMINE	the **assessment** in order to know how students are assessed.
4.	CONSIDER	the **arc of learning** to get a sense of how and when students build the knowledge and skills across the unit.

Lesson internalization template

Full Template for Lesson Internalization

Foundational Skills Lesson Internalization Steps Abbreviated	
Steps	**Key Actions for this Step**
Understand the Lesson	**Read the Lesson in order to:** • Identify the standards that are the focus of the lesson and where they are addressed in the lesson. • Identify which skills are being introduced and which skills are being built on.

Take Stock of the Lesson	**Read the text and skim the lesson activities.** • Identify (highlight) the teacher moves in the lesson. • Identify (highlight in a different color or underline) the student moves in the lesson. ○ Plan for student misconceptions and how to address them. • Add time stamps where necessary.
Take Action in the Lesson	**Consider each lesson activity in order to:** • Annotate for opportunities to build student engagement without altering the intent of the lesson. • Identify where there are opportunities to collect data to check for understanding and progress toward mastery of objectives.

Knowledge Building/Comprehension Lesson Internalization Steps Abbreviated	
Steps	**Key Actions for this Step**
Understand the Lesson	**Read the Lesson in order to:** • Review the Primary Focus objectives • Identify and Review the Formative Assessment, Exit Ticket and Check for Understanding(s)
Take Stock of the Lesson	**Read the text and skim the lesson activities.** • Identify the Big Idea of the text • Identify where students might face challenges to understand the text
Take Action in the Lesson	**Consider each lesson activity in order to:** • Understand the purpose of questions and tasks and how they support understanding • Build in additional scaffolds as needed • Plan opportunities for deeper engagement

PLC

Agendas

[Professional Learning Community (PLC) Agendas]

Discussion Prompt Guide

Discussion Prompt Guides

Relationship Building

Literacy Interview

Glossary of Terms

Division of Early Literacy Glossary of Terms	
At-risk for not meeting grade-level benchmark	Having a specific area of growth in one or more of the five components of reading as identified by universal screening and diagnostic assessment data. Identified students would need additional intervention support via the Reading Improvement Plan to address accelerated learning needs in reading.
Aphasia	Per KRS 158.305(1)(a), aphasia means "a condition characterized by either partial or total loss of the ability to communicate verbally or through written words. A person with aphasia may have difficulty speaking, reading, writing, recognizing the names of objects, or understanding what other people have said. The condition may be temporary or permanent and does not include speech problems caused by loss of muscle control."
Comprehensive reading program	Defined in KRS 158.792(1)(a) as "any print, nonprint or electronic medium of reading instruction designed to assist students. For students in kindergarten through grade three (3), program instructional resources shall include instruction in five (5) key areas: phonemic awareness, phonics, fluency, vocabulary and comprehension."
Tier I Instruction	704 KAR 3:095(1)(1) defines tier I instruction as "instruction based on the state's academic standards as set forth in 704 KAR 3:303 [and 704 KAR Chapter 8]."

Differentiated academic and behavioral instruction	Defined in 704 KAR 3:095(2) as "the tailoring of curriculum, teaching environments, and practices to create appropriately different learning experiences to meet each student's needs while recognizing each student's learning differences, varying interests, readiness levels, and level of responsiveness to the standard core instruction."
Dysgraphia	"Means difficulty in automatically remembering and mastering the sequence of muscle motor movements needed to accurately write letters or numbers," per (KRS 158.305(1)(c)).
Dyslexia	KRS 158.305(1)(c) defines dyslexia utilizing the language provided in KRS 158.307(1)(a), which states, "a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction."
Enrichment programs	Defined in KRS 158.305(1)(e) as "accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention that includes evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension, and other instructional strategies aligned to reading and writing standards required by KRS 158.6453…".

Evidence-based	KRS 158.305(1)(f) defines "evidence-based" as having the same meaning as 20 U.S.C. sec. 7801(21) (provided below). Per 20 U.S.C. sec. 7801(21) "evidence-based" means a State, local educational agency, or school activity, strategy, or intervention that meets the following requirements: "(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least one (1) well-designed and well-implemented experimental study; (II) moderate evidence from at least one (1) well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least one (1) well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes."
Five Components of Reading	As provided in KRS 158.792(1)(a) under the definition for "comprehensive reading program," the five components of reading include: • **Phonemic awareness**: the ability to distinguish, produce, remember and manipulate spoken words' individual sounds (phonemes). • **Phonics**: Knowledge of the predictable correspondences between phonemes and graphemes (the letters or letter combinations representing phonemes) and correspondences between larger blocks of letters and syllables or meaningful word parts (morphemes). • **Fluency**: The ability to read text with sufficient speed and accuracy to support comprehension. • **Vocabulary**: Knowledge of the individual word meanings in a text and the concepts that those words convey. • **Comprehension**: The complex process of understanding and making sense of written text through decoding, background knowledge and verbal reasoning, all of which are utilized by good readers to understand, remember and communicate what has been read.

	(From Read at Home Plan)
Intervention	"[A]n educational or behavioral instruction, practice, strategy, or curriculum that is provided to meet a student's academic and behavioral needs, in addition to [universal Tier 1] instruction," per (704 KAR 3:095(6)).
Intensive academic and behavioral intervention	704 KAR 3:095(1)(5) defines "intensive academic and behavioral intervention" as the "addition to [universal Tier 1] instruction and targeted intervention instruction, [in which] a student is provided additional intervention services that are tailored to the student's academic and behavioral needs…".
Multi-Tiered System of Supports (MTSS) as it relates to Read to Succeed (2022) Kymtss.org	"[A] system for students in kindergarten through grade three (3), that includes a tiered continuum of interventions with varying levels of intensity and duration and which connects general, compensatory, and special education programs to provide interventions implemented with fidelity to evidence-based research and matched to individual student strengths and needs," per (KRS 158.305(2)).
"Read at Home" plan	Per KRS 158.305(8), "if a student's rate of progress toward proficient performance in reading needs accelerated interventions as demonstrated by the results of an approved reading diagnostic assessment, the local school district shall provide… parents and legal guardians of students identified for accelerated interventions in reading in kindergarten through grade three (3) with a "Read at Home" plan, including information on how to participate in regular parent-guided home reading."
Reading diagnostic assessment	"[A]n assessment that measures a student's skills against established performance levels in essential components of reading and identifies students that require intervention in at least one (1) of those components to accelerate the student's progress toward proficient performance in reading," per (KRS 158.792(1)(b)).

Reading improvement plan	"[A]n accelerated intervention plan for a student in kindergarten through grade four (4) that is developed to increase a student's rate of progress toward proficient performance in reading that is identified as necessary based on the student's results on an approved reading diagnostic assessment. This plan should be developed in collaboration and accordance with any existing program services plan, individualized education program, or Section 504 Plan unless the program services plan, individualized education program, or Section 504 Plan already addresses improving reading," per (KRS 158.305(1)(i)).
Reading intervention program	Defined in KRS 158.792(1)(c) as "short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be evidence-based, reliable and replicable; and shall be based on the ongoing assessment of individual student needs."
Reliable, replicable evidence	KRS 158.792(1)(d) defines reliable, replicable evidence as "objective, valid, scientific studies that: 1. Include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn; 2. Relay on measurements that meet established standards of reliability and validity; 3. Test competing theories, where multiple theories exist; 4. Are subjected to peer review before their results are published; and 5. Discover effective strategies for improving reading skills."
Structured literacy	Structured literacy (SL) is an approach that emphasizes highly explicit and systematic teaching of all essential components of literacy. These components include foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds (Spear-Swerling, 2019). Structured Literacy prepares students to decode words explicitly and systematically. This approach not only helps students with dyslexia but there is substantial evidence that it is effective for all readers (IDA, 2021).

Targeted intervention	"[T]he use of screening data to design appropriate interventions provided, in addition to Tier 1 instruction, if a student's universal screening and other data results indicate that the student has not mastered a benchmark skill or grade level expectation in mathematics, reading, writing, or behavior," per 704 KAR 3:095(8). https://apps.legislature.ky.gov/law/kar/titles/704/003/095/
Universal screener	Defined in KRS 158.305(1)(k) as "a process of providing a brief assessment to all students within a grade level to assess the students' performance on the essential components of reading."