



Meeting Summary
Savannah State University
April 16, 2024

LeAndrea Mikell
Executive Director for Governmental Relations
Savannah State University

LeAndrea Mikell welcomed everyone on behalf of President Alexander (who had a conflict and could not be in attendance).

Chairman Scott Johnson called the meeting to order at 10:15 a.m.

Introductions and Overview of Agenda

Chairman Scott Johnson recognized elected officials in attendance. Council members in person and virtually introduced themselves.

The Board unanimously approved the proposed agenda.

Savannah-Chatham Schools' Work on Literacy

Cherie Goldman, Literacy Effectiveness Officer, and Andrea Burkiett, Director of Elementary Curriculum and Instruction, Savannah-Chatham Schools, shared that the Savannah-Chatham superintendent has set a "north star" and there's tremendous focus district wide on literacy improvements. Priority areas include student growth and achievement, particularly in literacy skills, with a comprehensive literacy plan grounded in the science of reading. Educators and other staff are being trained in LETRS.

2024 Georgia General Assembly Recap

Commissioner Amy Jacobs, Department of Early Care and Learning, discussed legislation and budgets impacting early literacy as follows:

Legislation

SB 464 included Senator Billy Hickman and Representative Chris Erwin's legislation allowing state QBE funds to support Pre-K capital outlay.

Budgets

Increase of state and lottery funds of \$107M

Reduce class size from 22 to 20

Provide operation increases for Pre-K classrooms

Senator Billy Hickman provided information about literacy legislation and budgets as follows:

SB 464

Five members of the Council on Literacy will be designated as an executive committee of voting members.

By May 15, 2025, the SBOE will approve the list of no more than five universal reading screeners decided in agreement between the Council and GaDOE. The Council, in collaboration with the Deal Center and OPB, will identify the free universal reading screener included in the agreed upon list. By July 15, 2025, GaDOE will publish the list of approved screeners.

SB 233

Included in this bill is a provision that revises all program weights in the QBE formula and revises provisions related to capital outlay funds. The definition of “educational facilities” now includes any voluntary pre-kindergarten programs provided by the local school system as part of Georgia’s Pre-K Program.

Also in the bill, computerized student projection program methodology to project student counts for voluntary Pre-K programs provided or anticipated to be provided by the school system.

Budgets

\$1,000,000 - Council on Literacy; \$500,000 of existing funds to be used for community grants.

GaDOE for RESAs - \$6,111,300 to include:

- \$4,000,000: At least one literacy coach in each Regional Education Service Agency (RESA).
- \$1,022,675: Supplements for 950 school literacy leads upon the completion of an accredited training model.
- \$1,088,625: Training for local coaches, teachers, and supplemental training for ESOL teachers in schools identified by RESA as needing additional literacy intervention.

HB 538 School System Inventory and Implementation

Lindee Morgan, Executive Director, Deal Center, discussed the Deal Center’s survey of school districts on their progress toward implementation of the Early Learning Act (HB 538). Of the 221 districts, 113 participated in the survey.

Amy Denty, Director of Literacy, Georgia Department of Education, facilitated a discussion with education members of the Council relating to their experience and progress in implementing the provisions of HB 538, the Georgia Early Literacy Act.

Break and Council Lunch

State Literacy Plan – Lessons Learned from Florida

Paige Pullen, Chief Academic Officer, Lastinger Center for Learning and Research, University of Florida discussed Florida’s literacy plan and the success that resulted in having teachers and educators trained with the Literacy Matrix, a science of reading training model that includes competency and evaluations. She discussed components of the plan that Georgia can use in the future.

Working Group Updates

Irene Munn, Governor’s Office of Student Achievement (GOSA), provided updates on Working Groups.

- Educator Professional Development: The Council will be focused on this work at the August 26th Council meeting at Georgia College and State University.
- K-3 Working Group: The group is determining priority goals for 2024.
- Community Engagement Working Group: Cayanna Good, Assistant Commissioner of Adult Education, Technical College System of Georgia, and Working Group Lead, provided information about the Georgia Reads Community Awards Program that will be announced at the Georgia Municipal Association Annual Conference in June. Applications will be available on the Council’s website after September 30, 2024, Georgia Reads Day. Awardees will be recognized at the Capitol on February 26, 2025.

Next Steps and Adjournment

Chairman Johnson thanked GOSA and Savannah State University staff, presenters and Council members for their participation. He announced the next Council meeting on August 26, 2024, 10 a.m. – 1 p.m., Sandra Dunagan Deal Center for Early Language and Literacy, Georgia College and State University. The meeting adjourned at 2:20 p.m.



April 16, 2024 Council Meeting
10 a.m. – 2 p.m.
Savannah State University



SETTING OUR SIGHTS ON *The North Star*

**CHERIE GOLDMAN, LITERACY EFFECTIVENESS OFFICER
ANDREA BURKIETT, DIRECTOR OF ELEMENTARY
CURRICULUM & INSTRUCTION**

Together **WE CAN!**



10th Largest

School District in Georgia!

426

Square Miles

Covered in Chatham County



www.sccpss.com

District Demographics

5,406 EMPLOYEES

Teachers 2,746

Staff 2,660

55 SCHOOLS

23 Elementary Schools

8 K-8 Schools

8 Middle Schools

11 High Schools

5 Alternative Learning Sites

| | SY 2019 | SY2023 |
|--------------------------------|---------|--------|
| Total Students | 40,108 | 39,156 |
| American Indian/Alaskan Native | 0.3% | 0.2% |
| Asian/Pacific Islander | 2.4% | 2.5% |
| Black | 57.7% | 57.0% |
| Hispanic | 10.6% | 14.5% |
| Multiracial | 4.9% | 5.8% |
| White | 24.1% | 19.9% |
| Economically Disadvantaged | 66.4% | 68.9% |
| English Learners | 5.4% | 7.7% |
| Students with Disabilities | 13.2% | 14.5% |

Driving Forces

THE DATA

64% of 3rd graders in Georgia read at or above grade level

95% of children can read on grade level

SCCPSS SY2023 CCRPI Total At or Above Grade Level

| | |
|---------------|-----|
| Grade 3 | 58% |
| Grade 4 | 47% |
| Grade 5 | 59% |
| Grade 6 | 43% |
| Grade 7 | 54% |
| Grade 8 | 58% |
| HS Amer. Lit. | 64% |

Driving Forces

THE LEGISLATION

Several laws related to literacy instruction have passed the Georgia legislature. These laws require all districts and teacher preparation programs in the state to align instruction and teacher training to the science of reading and structured literacy practices. Additionally, they mandate procedures for the identification of students with reading difficulties and for intervention when those students are identified.

HB 538

**Georgia
Early Literacy
Act**

(2023)

SB 48

**Georgia
Dyslexia
Law**

(2019)

SB 211

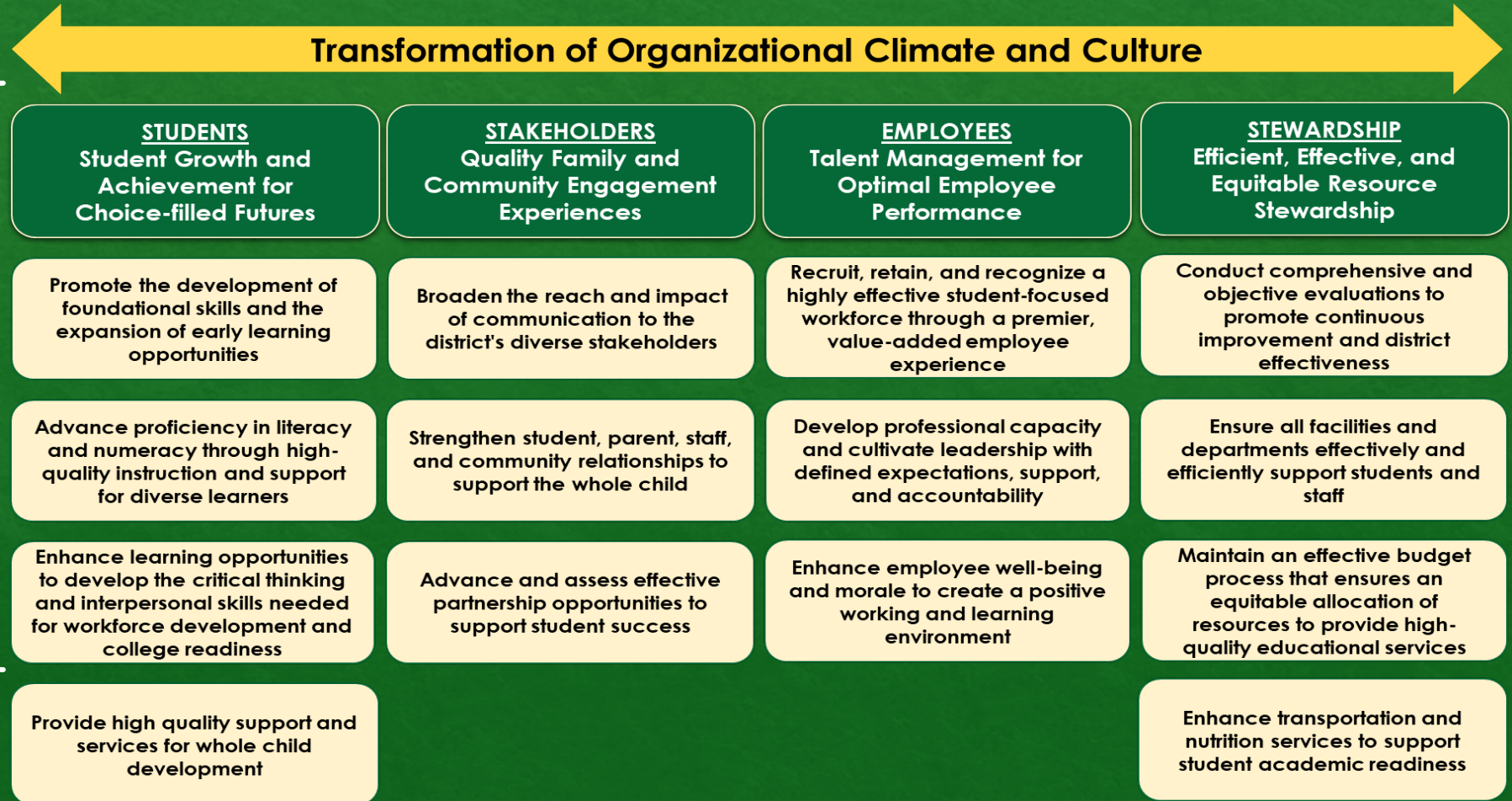
**Georgia
Council on
Literacy**

(2023)

Driving Forces

THE STRATEGIC PLAN

During SY23-24, SCCPSS revisited the existing The Way Forward 2026 Strategic Plan through the lens of Superintendent Watts' Listen and Learn report, newer third-party reports, and more recent qualitative and quantitative data. Three of the performance objectives in Strategic Priority 1, Student Growth and Achievement for Choice-Filled Futures, call for strategies and tactics that address literacy skills and the development of comprehensive literacy plan grounded in the science of reading.





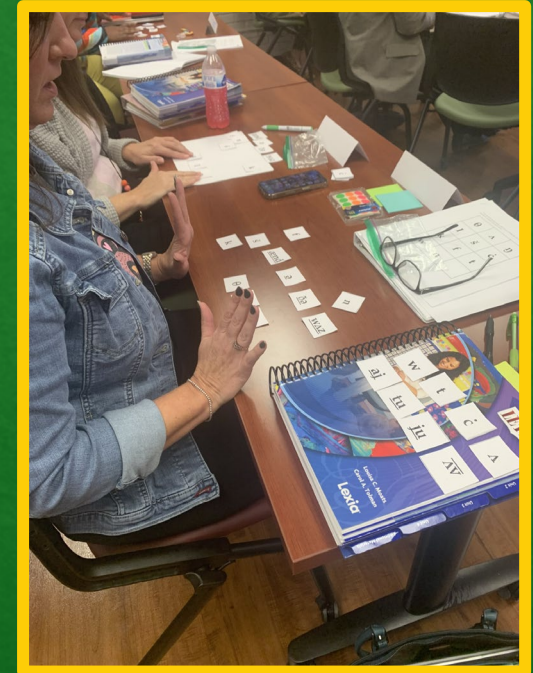
*Every student
deserves a great
teacher,
not by chance,
but by design.*

Doug Fisher

Science of Reading Training

LETRS Training for Teachers

- All K-5 classroom teachers to complete *LETRS*
- Coaches and specialists being trained to become facilitators
- Pre-K teachers begin *LETRS for Early Childhood Educators* this fall



Guided Learning Implementation Model



Online learning platform

+



Print manual

+



Professional learning unit sessions
(live in-person or live online)



Science of Reading Training

All site-based and district administrators are participating in *LETRS for Administrators*

- How to implement districtwide and schoolwide systems around literacy
- How to support those systems
- What word recognition and language comprehension instruction should look like



(Source: Lexia)



LEXIA LETRS

Highlights...

1,217

Administrators,
Academic
Coaches, District
Support Personnel,
& Teachers

35

35 Face-To-Face
Sessions Held
Over 27 Days

83

Completion Rate
for Online
Coursework

94

Average Unit
Score

Science of Reading Learning

Interdepartmental teams of literacy thought partners have visited districts both within and outside of Georgia to learn from their literacy success:

- Seaford School District (Delaware)
- Marietta City School District
- Fulton County School District



Instructional Materials Selection

HQIM

History

- Previously Balanced Literacy District
- Last materials adoption 2008-2009
- Feb. 2022 Teacher's Survey
- Materials Adoption Advisory Council

Phase 1

- K-12 ELA/Reading RFP developed and posted
- Technical Review conducted with teacher panel
- Phase 2 Vendors notified

Phase 2

- K-12 Classroom Pilot
- Educator Review
- Community/Parent Review
- Materials Adoption Advisory Council Review
- HB 538 HQIM Rubric

Implementation

Integrating Professional Learning:

- LETRS and HQIM
- Intentional "Look Fors"

Year 1 Focus:

- High Quality Instructional Planning and Delivery
 - Instructional Guidance
 - Supplemental Materials
 - Intervention Materials

Year 2 Focus:

- Scaffolding and Differentiation

Instructional Supports

Instructional Shifts

| Literacy Block | |
|-----------------------------------|-------------|
| Kindergarten | 150 minutes |
| 1 st & 2 nd | 135 minutes |
| 3 rd | 130 minutes |
| 4 th & 5 th | 120 minutes |

Classroom Prep:

- Sound Walls
- Decodable Texts
- Repurposing Leveled Book Rooms

Increased EIP Teachers

SY 2024

- 32 additional EIP
- Assigned based on data
- Serve additional EIP Reading segments

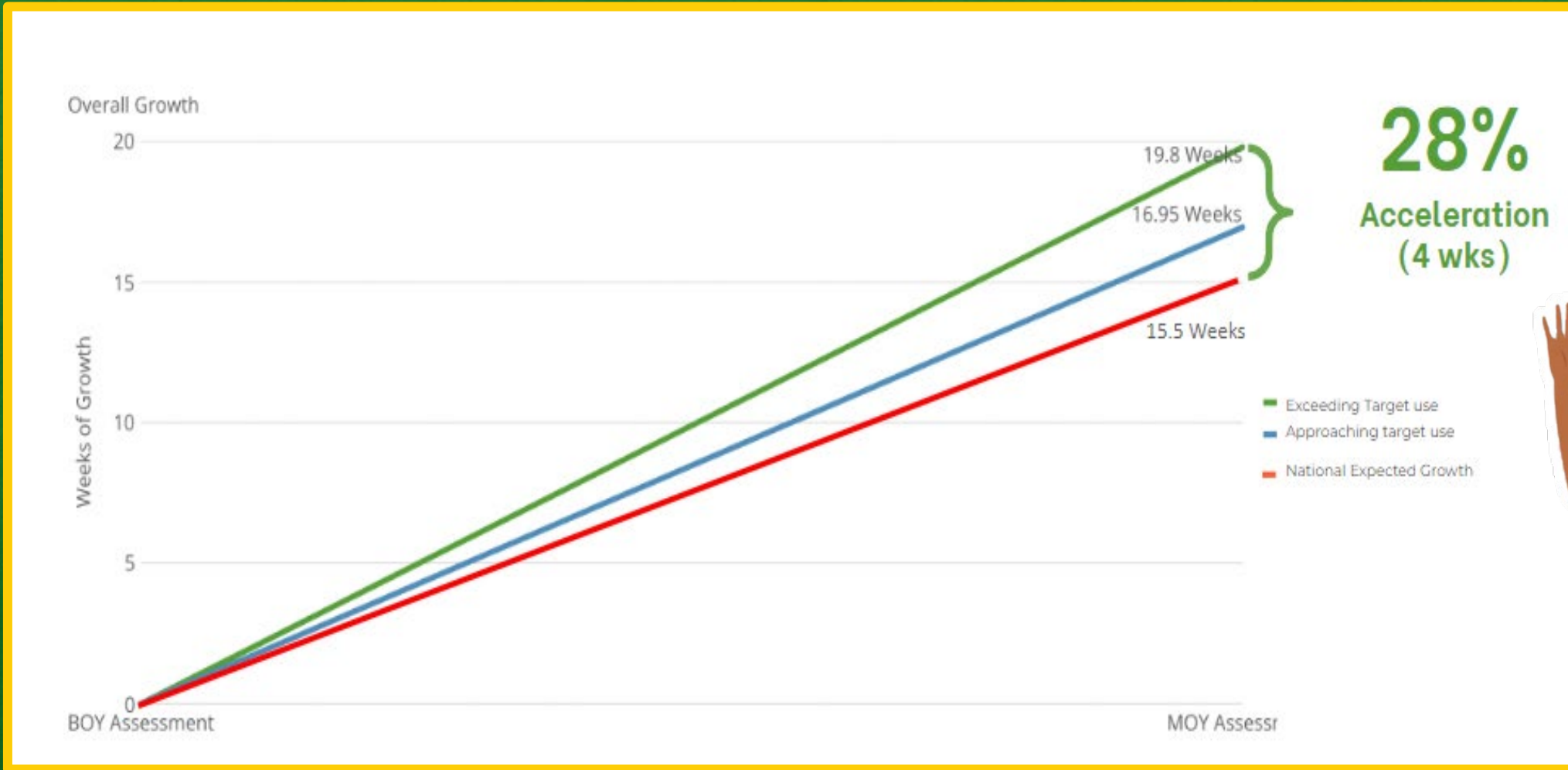
SY 2025

- Tightly Held expectations
- Standardizing Supplemental and Intervention Materials
 - Using the GaDOE Rubric

Support Personnel



Universal and Dyslexia Screener



2.4 million minutes read

Celebrations of Teaching and Learning



State Literacy Leaders



Summer Teaching and Learning Conference



Celebrations of Teaching and Learning



Reading Rally
with
Malcolm Mitchell



October:
Literacy
Kickoff



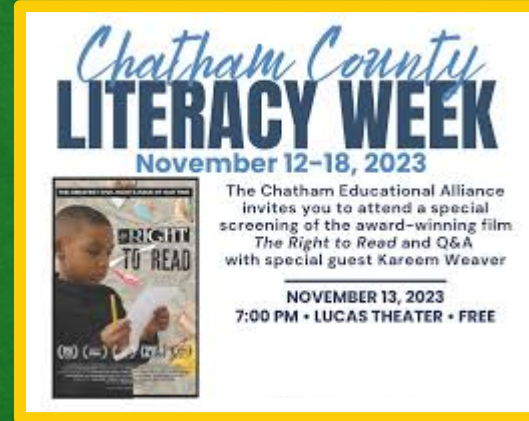
Community Partnerships



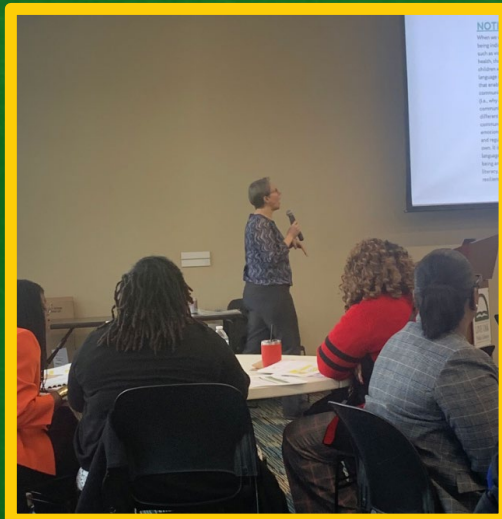
United Way:
Reading Buddies



Early Learning and
Literacy Coalition:
Language as a Missing
Link Training



Chatham
Education
Alliance:
Kareem Weaver
& "The Right to
Read"



If district and school leaders ground literacy pedagogy and instructional practices in the science of reading, then our teachers and staff will be equipped with the knowledge and skills of evidence-based literacy instruction that they need to ensure every student becomes a proficient reader, and when done in partnership with families and members of our community, the doors for our students to have choice-filled futures will be **WIDE OPEN**.

*Our Theory
of
Action*



New Investments in Early Learning

DECAL FY25 Budget Conference Committee Version
Georgia Council on Literacy

Commissioner Amy M. Jacobs
April 16, 2024



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START

FY2025 State Budget

- Additional \$107 million supports increasing access to and quality of the two key early education programs:
 - Childcare and Parent Services (CAPS): \$10M
 - Georgia's Pre-K Program: \$97M



Childcare and Parent Services Program (CAPS)

- Increase to the provider reimbursement rate for child care scholarships
 - Providers will receive more funding to address the true cost of quality early learning
 - Families will benefit from a decreased tuition differential



Georgia's Pre-K Program

- Increase lead and assistant teacher salary and reach salary parity between Pre-K and K-12
 - Increase base salary by \$2,500 for leads and assistants
 - Move lead teachers to the K-12 Training and Experience (T&E) scale
 - Increase assistant teacher salary to provide pay parity with K-12
- Reduce class size to 20 students
- Provide additional operating funds for private providers
- Include Pre-K student counts in DOE Capital Outlay formula (SB 233)
- Increase classroom start-up grants to \$30,000 per class and pay \$15,000 classroom replenishment grants every 5 years
- Increase transportation funding for all students
- Maintain Pre-K Summer Transition Program classrooms



Pre-Kindergarten Program

| FY25 Additional Funding | Purpose |
|--------------------------------|--|
| \$24,986,832 | Provide \$2,500 salary increase for Pre-K lead and assistant teachers |
| \$9,509,822 | Reduce Pre-K class size to 20 students |
| \$8,974,800 | Maintain Summer Transition Program classrooms |
| \$17,488,211 | Increase start-up grants for new Pre-K classrooms from \$8,000 to \$30,000; provide \$15,000 replenishment grants every five years; increase transportation funding for all Pre-K students |
| \$11,498,339 | Increase operating funds for private Pre-K providers |
| \$19,434,802 | Reach Pre-K teacher pay parity with K-12 teachers and paraprofessionals |



Thank You

Amy M. Jacobs

Commissioner, Georgia Department of Early Care and Learning





2024 Legislative Session:

Literacy-Related Budgets and Legislation

Relevant FY25 Budget Items

GOSA

-\$1,000,000 for Council on Literacy; 500,000 of existing funds to be used for community grants.

GaDOE for RESAs - \$6,111,300

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Relevant Bills

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-Computerized student projection program methodology now includes projected student counts for voluntary pre-kindergarten programs provided or anticipated to be provided by the school system.



SANDRA DUNAGAN DEAL

**CENTER FOR
EARLY LANGUAGE
AND LITERACY**

AT GEORGIA COLLEGE & STATE UNIVERSITY

**District Survey on Progress Toward
Implementation of *The Georgia Early
Literacy Act* (HB538)**

Lindee Morgan, PhD, CCC-SLP

April 16, 2024

Survey Overview

- The purpose of this inventory was to collect **baseline** data on district progress toward implementation of the Georgia Early Literacy Act (HB 538).
- Survey questions focused on information regarding districts' current status regarding the requirements of HB 538, barriers, and next steps.
- The full report will be available online and shared with:
 - Georgia Council on Literacy
 - Governor's Office of Student Achievement
 - Georgia Department of Education
 - Policy-makers and relevant state agencies



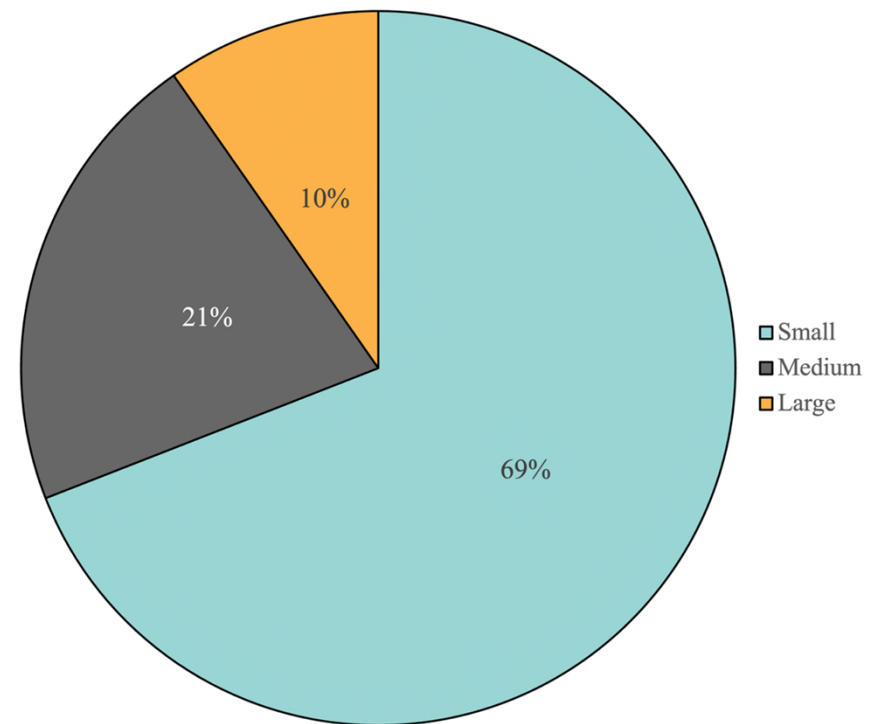
Participating Districts

The survey was distributed to Georgia's superintendents on January 31 and was closed on March 1.

113 of 221 (51%) districts in Georgia submitted complete responses to the survey.

Districts were categorized as small, medium, or large based on the number of schools.

- Small: 1 to 3 schools
- Medium: 4 to 15 schools
- Large: 16+ schools



Universal Reading Screeners

HB538's Requirement: The State Board of Education approve a list of universal reading screeners for schools serving K-3 to select from and administer three times per academic year

Approved Universal Reading Screeners



Questions posed included

*Which Universal Reading Screener has your district chosen?

Is implementation of screeners in K-3 a new undertaking for your district?

Indicate any grades (K-3) that have been screened in the past.

Does your district provide training on administration of the screener?

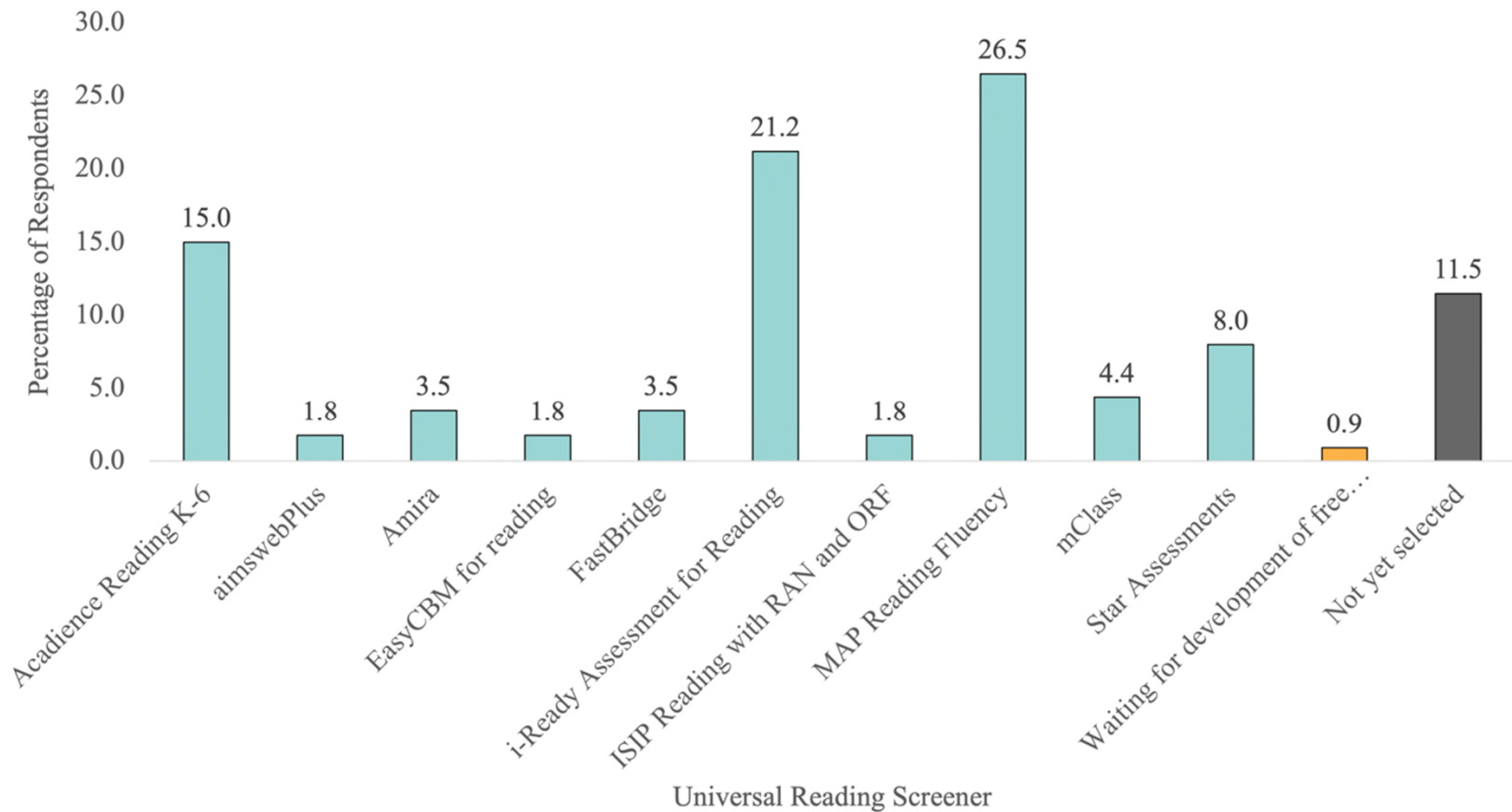
Is the training mandatory for administrators and teachers?

Approximately what percentage of administrators and teachers in your district have been trained on screeners?

What barriers exist for implementing reading screeners in your district?

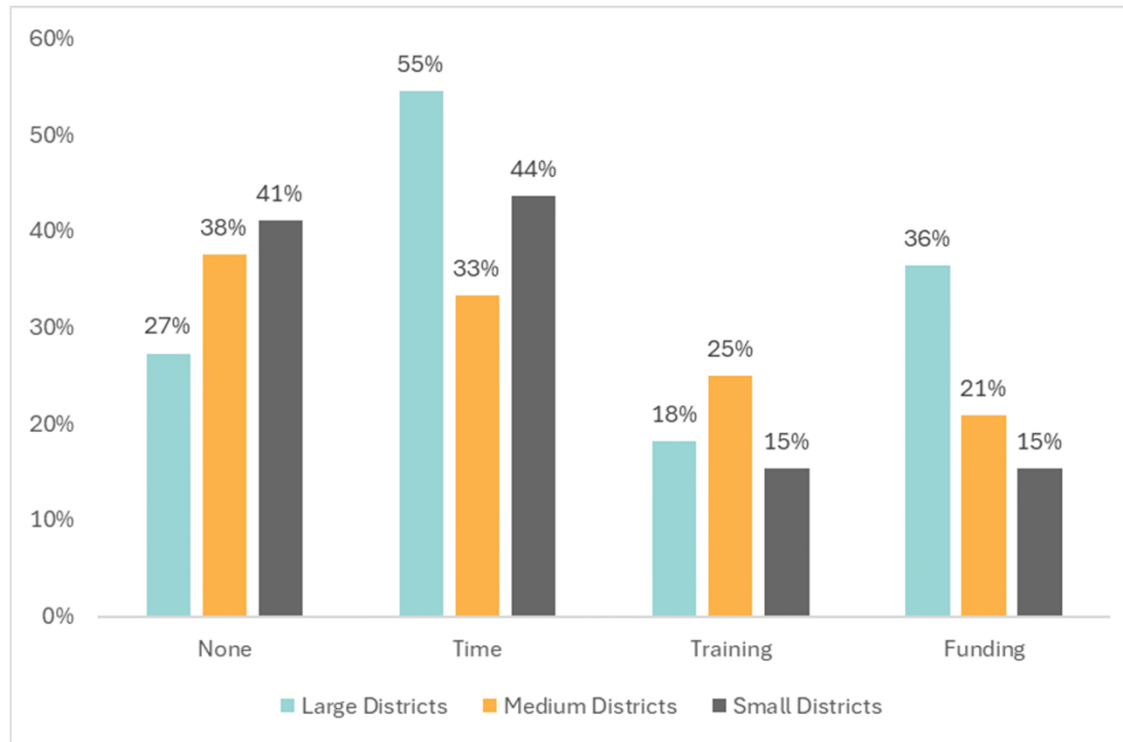


Universal Reading Screeners



Barriers to Screening

Percentage of Districts Reporting Barriers to Screener Implementation by District Size



"Scheduling time for the training involves either pulling teachers out of class and away from students, or training has to be done after school and/or during the summer break."

High-Quality Instructional Materials

HB538's Requirements:
The State Board of Education will approve a list of HQIM for K-3.

Approved HQIM



Questions posed included

*Which HQIM has your district chosen?

Is training for the implementation of your district's core reading program mandatory for those serving K-3 students?

Have K-3 Administrators/Teachers received training in the use of your selected program?

How has training on this program been delivered?

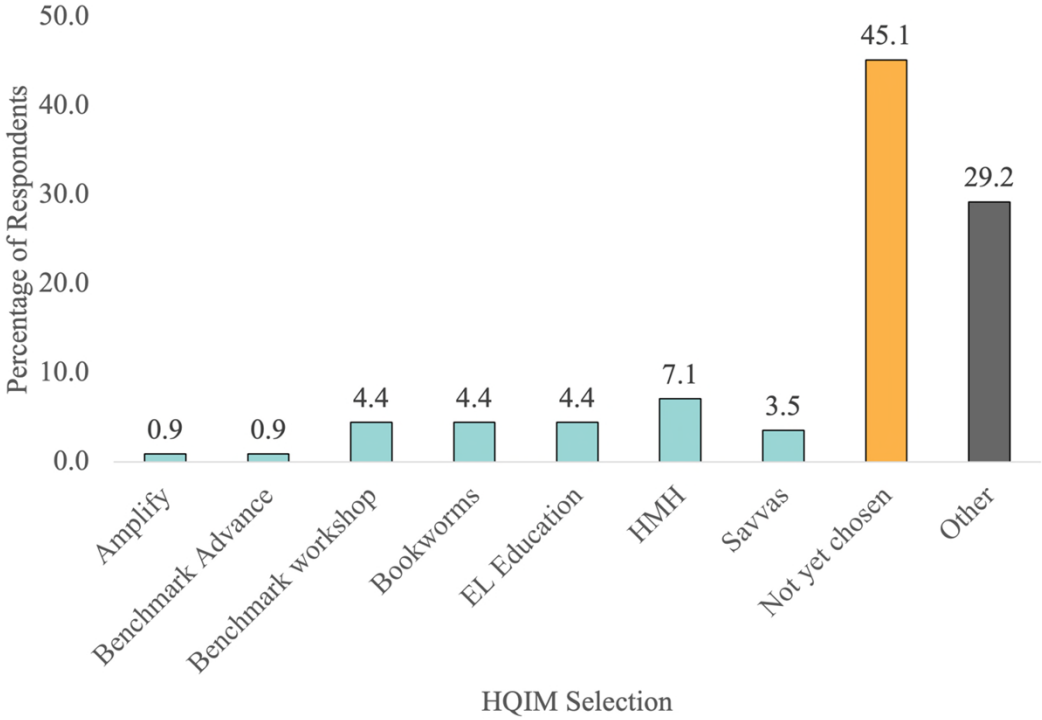
Do you bundle supplemental programs to create your own core reading program?

Which supplemental programs are used?

What barriers exist for implementation of a core reading program in your district?



High-Quality Instructional Materials



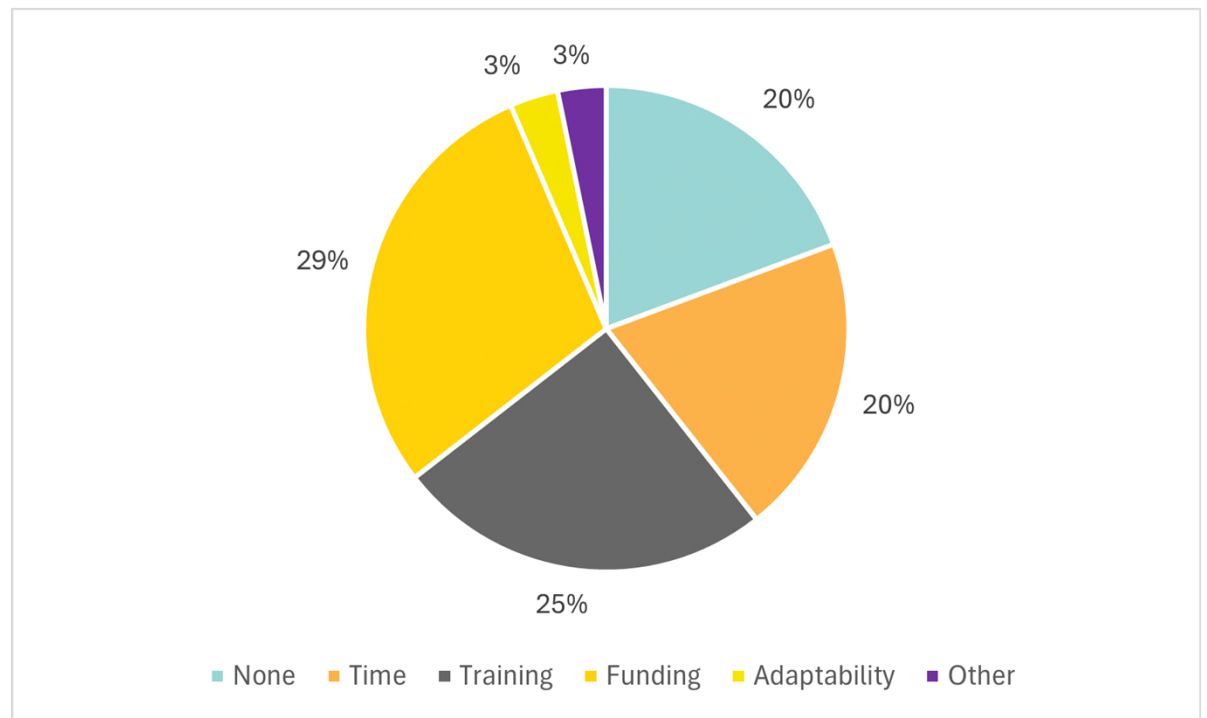
Of the 33 districts (29.2% of respondents) who reported they'd selected another program, 17 of them reported bundling supplemental programs to create a core reading program.



HQIM Related Barriers

“The primary barrier is cost. Our tiny district was quoted over \$105,000 for HMH Into Reading (for one year, grades K-5) and over \$127,000 for Amplify CKLA (for one year, grades K-5). While our district could budget to incur the initial year's costs, the ongoing year-to-year costs are very high (since most core comprehensive programs now require yearly digital subscriptions for teachers, administrators, and students as well as yearly student consumable orders).”

Barriers To Selecting and Implementing HQIM



Tiered Interventions

HB538's Requirement:
Public schools and local school systems will implement tiered reading intervention plans for public school students in K-3 who exhibit a significant reading deficiency.

Questions posed included

*Does your district have an existing tiered reading intervention plan?

Are the reading interventions tied to your core reading program?

What interventions are used?

Which personnel oversee intervention services?

What method is used to deliver reading intervention to students?

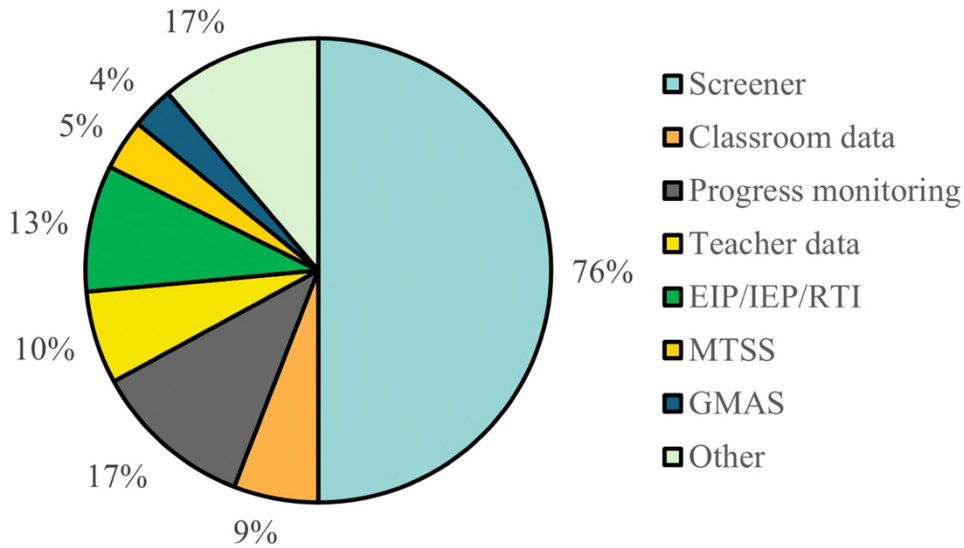
How are students selected to receive reading intervention?

At what time during the school day do students receive reading intervention?

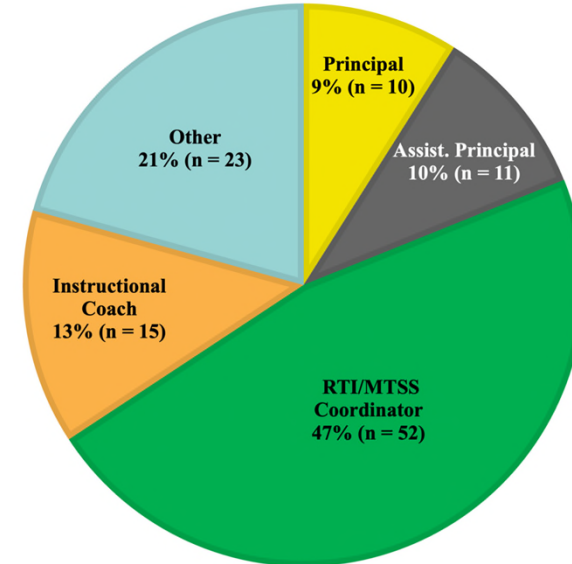


Tiered Interventions

Data Sources Used When Selecting Students for Reading Intervention



Who Oversees Reading Intervention Services?



Professional Learning

HB538's Requirement:
K-3 teachers will complete a training program on the science of reading, structured literacy, and foundational literacy skills.

Questions posed included

Approximately what proportion of K-3 administrators in your district have received structured literacy training?

Approximately what proportion of K-3 teachers in your district have received structured literacy training?

Which training program has your district selected?

Is this program approved by the IDA?

How many reading/literacy dedicated coaches serve K-3 students in your district?

How many of these coaches are trained in structured literacy? Is there a plan to train all coaches in structured literacy?

Describe your plan and timeline for training coaches in structured literacy.

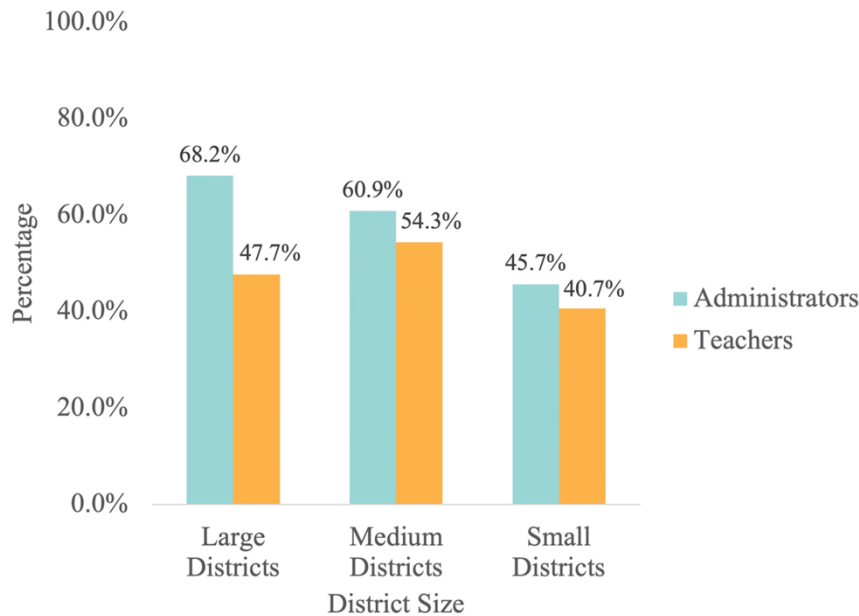
Please list barriers to deploying coaches in your district.

What additional support is required to effectively deploy a reading/literacy coach or coaches in your district?



Professional Learning

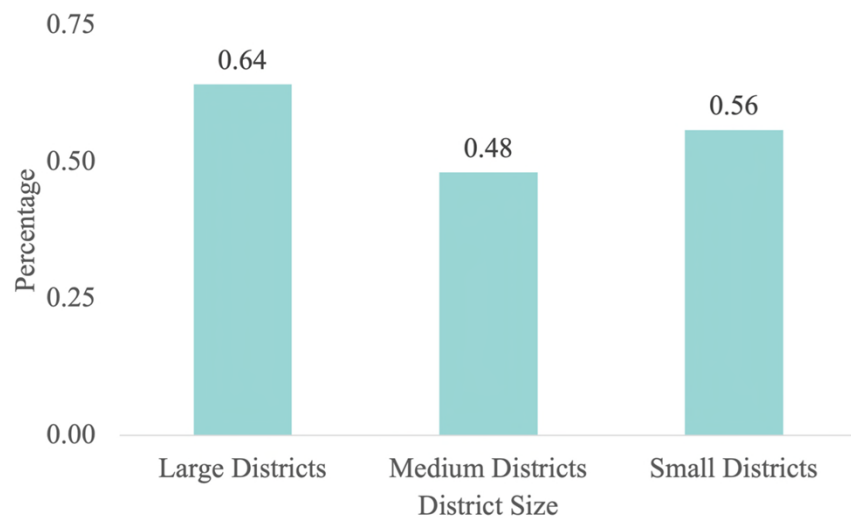
Percentage of K-3 Personnel who Received Structured Literacy Training by District Size



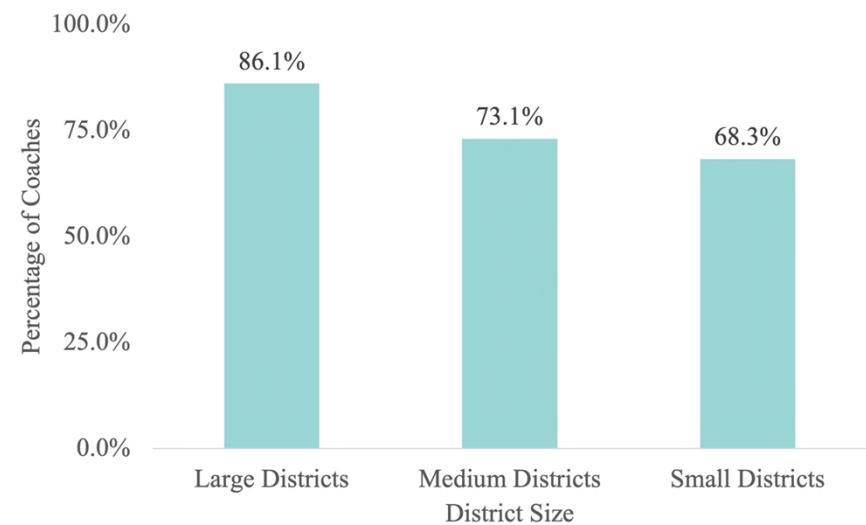
In 18.8% of districts, no teachers had received structured literacy training, and in 23.2% of districts no administrators had received training.

Structured Literacy Training

Average Number of Reading/Literacy Coaches per School by District Size

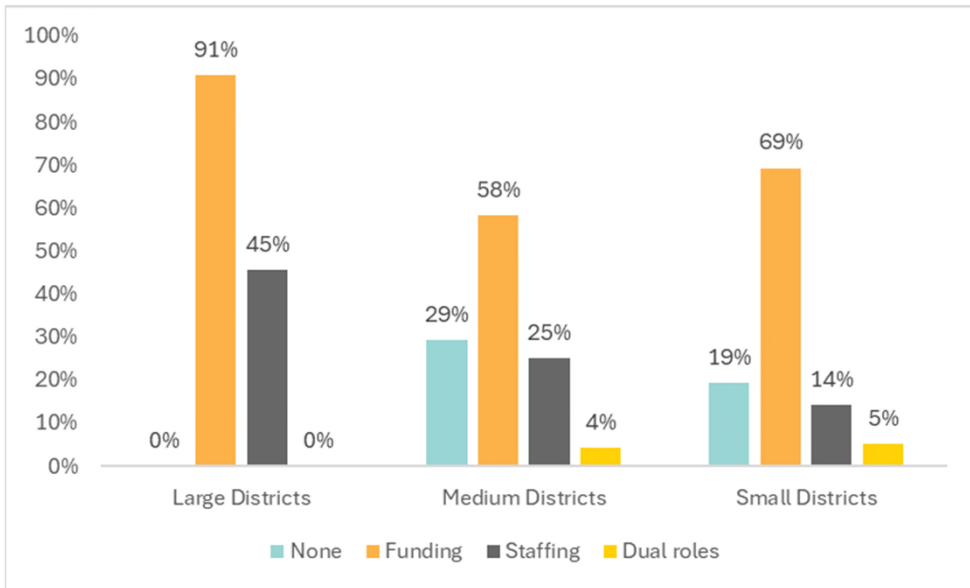


Percentage of Dedicated Reading Coaches Trained in Structured Literacy

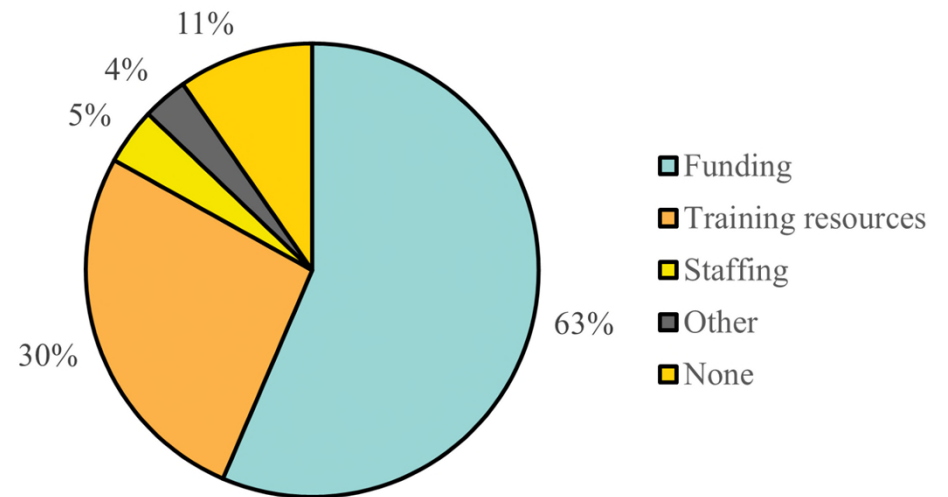


Barriers & Supports to Deploying Coaches

Barriers to Deploying Reading Coaches in Schools Serving K-3 by District Size



Supports Needed to Effectively Deploy Reading Coaches According to Districts



Key Takeaways

- 51% of districts responded to our survey
- I-Ready, MAP, and Acadience are the most selected screeners
- 45% of districts had not selected a core reading program; 29% were choosing to bundle programs
- In 20% of districts, teachers and administrators have received no training on structured literacy.
- The most significant barriers across all aspects of implementation were funding and adequate time for training and implementation





**Georgia
Early
Literacy
Act**
*System
Implementation*

Georgia Early Literacy Act (HB 538): Key Components



Instructional Materials

Universal Screeners

Tiered Reading Interventions

Professional Learning

Teacher Preparation

High-Quality Instructional Materials

| Deadline | Deliverable |
|-------------------|---|
| January 1, 2024 | SBOE shall approve high-quality instructional materials for grades K-3 in reading. |
| December 1, 2024 | LBOEs shall approve high-quality instructional materials for grades K-3 in reading. |
| December 15, 2024 | Each LBOE shall certify to GaDOE its instructional materials. |

High-Quality Instructional Materials

● Evident ● Partially Evident ● Not Evident

| | Overall | Research Alignment | Explicit, Systematic, Cumulative, and Diagnostic Instruction | Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing | Phonological and Phonemic Awareness | Phonics and Word Study | Text Reading and Fluency | Vocabulary | Listening Comprehension and Reading Comprehension | Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small> |
|---|---------|--------------------|--|---|-------------------------------------|------------------------|--------------------------|------------|---|---|
| Amplify: Core Knowledge Language Arts | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |
| The Apple Group Connections: OG in 3D | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |
| Benchmark Advance | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |
| Benchmark Workshop | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |
| Collaborative Classroom: Being a Reader | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |
| HMH: Into Reading | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |
| Imagine Learning: EL Education | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |

| | Overall | Research Alignment | Explicit, systematic, Cumulative, and Diagnostic Instruction | Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing | Phonological and Phonemic Awareness | Phonics and Word Study | Text Reading and Fluency | Vocabulary | Listening Comprehension and Reading Comprehension | Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small> |
|---|---------|--------------------|--|---|-------------------------------------|------------------------|--------------------------|------------|---|---|
| McGraw Hill: Open Court | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |
| McGraw Hill: Wonders | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |
| Open Up Resources: Bookworms K-5 Reading and Writing | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |
| Open Up Resources: EL Education K-5 Reading and Writing | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Recommend |
| Savvas: myView Literacy | EVIDENT | ● | ● | ● | ● | ● | ● | ● | ● | Strongly Recommend |

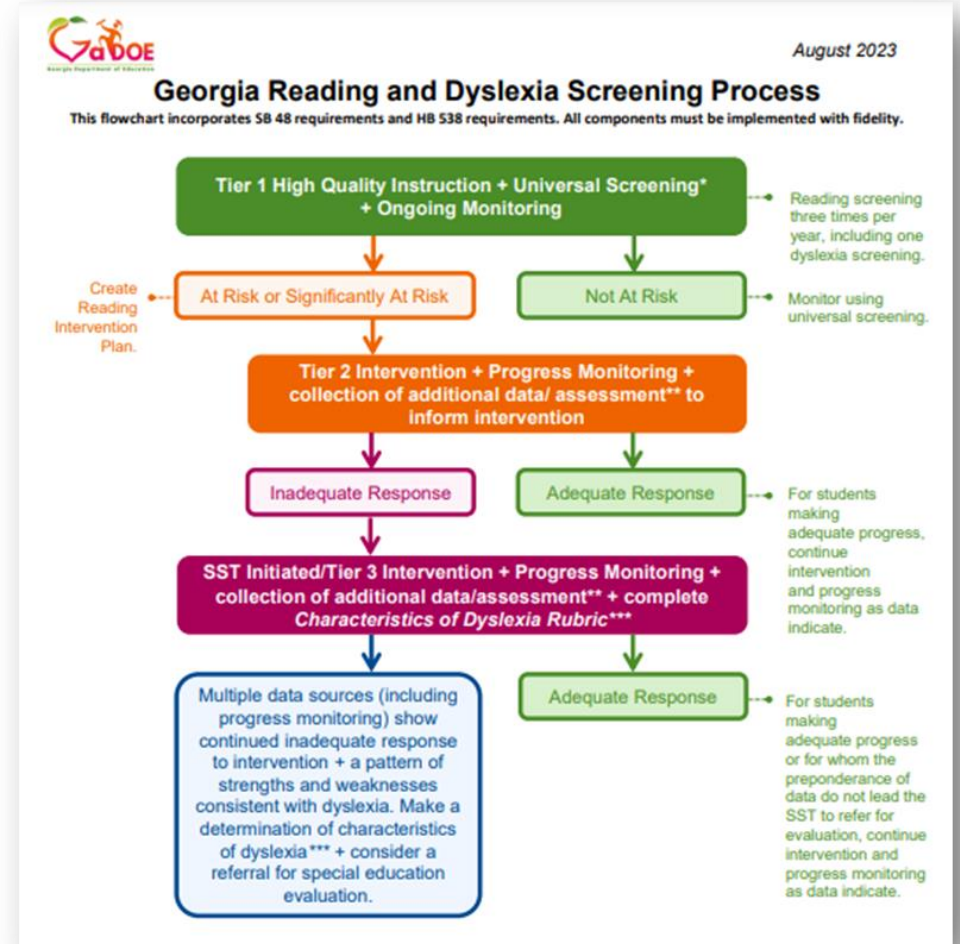


Universal Screeners

| Deadline | Deliverable |
|-----------------------|---|
| August 1, 2024 | LEAs shall administer screeners three times a year to each student in K-3, with the first administration occurring within 30 days of the beginning of school. |

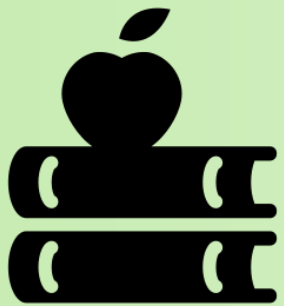
Tiered Reading Interventions

| Deadline | Deliverable |
|----------------|---|
| August 1, 2024 | LEAs shall implement tiered reading intervention plans for K-3 students who exhibit a significant reading deficiency on a screener within 30 days of a student being identified; plans shall describe the evidence-based intervention; LEAs can use existing MTSS frameworks and processes. |



Professional Learning

| Deadline | Deliverable |
|--------------|--|
| July 1, 2025 | LEAs will ensure all K-3 teachers complete a state-approved literacy training program. |



GaDOE has launched the *Georgia Literacy Academy*, supported training in the science of reading, in partnership with the Rollins Center for Language and Literacy and Cox Campus. The Cox Campus K-3rd Structured Literacy courses are accredited by the International Dyslexia Association.



Professional Learning

- Approximately **76%** of LEAs have educators participating in the Georgia Literacy Academy – **28,935** courses completed
- Approximately **65%** of LEAs are participating in Knowledge Building for Leader
- **88%** of RESAs are participating in Structured Literacy Transformation for RESA Specialists
- The Navigation Cohort, a partnership between GaDOE and the Rollins Center for Language and Literacy is engaging **1,823** Georgia educators, across **10** LEAs, impacting **20,295** K-3rd students.





Vision for a Literate Georgia:

Preparing Educators, Activating CHange (PEACH)



April 16, 2024
Paige C. Pullen, Ph.D.

Agenda

- Introductions
- What is the Lastinger Center?
- Why am I here?
- You need a plan...
- Florida's Plan
- Georgia's Plan



Who We Are

Who We Are



The ***University of Florida Lastinger Center for Learning*** improves the quality of teaching, learning, and childcare. We research, develop, and scale equitable educational innovations for adults and children that put all learners on trajectories for lifelong success.

***We help teachers teach
and children learn!***

Who We Are



My Story



Paige C. Pullen, Ph.D.
Chief Academic Officer



- 12 years classroom teaching experience
- 20 years in the science of reading
 - ◆ University of Virginia (2001-2017)
 - ◆ University of Florida (2017-present)
- 65+ publications in peer reviewed journals, book chapters, and books on reading
- Led policy and implementation efforts in Florida, securing over \$700 million to support science of reading

Georgia's Most Famous Football Coach



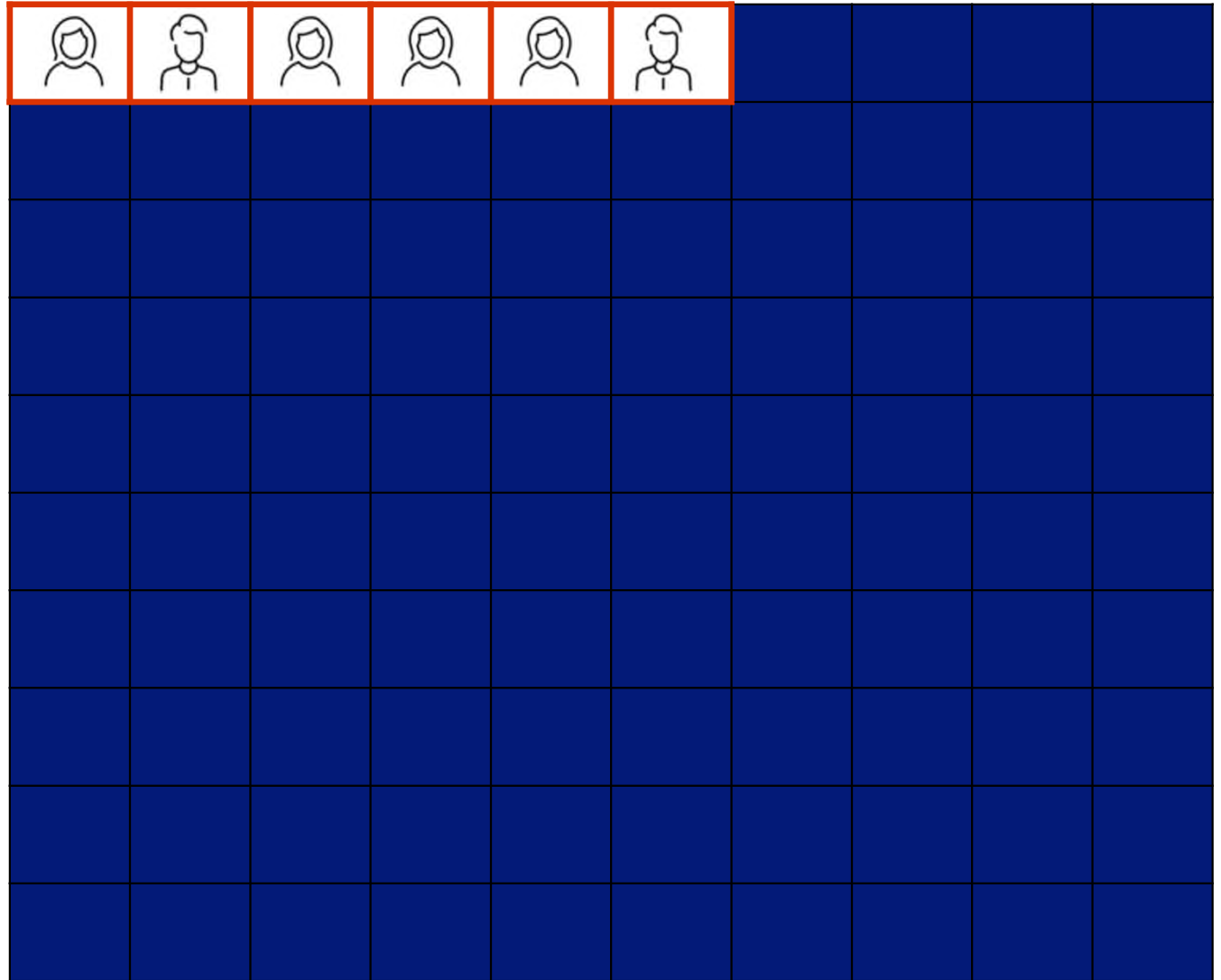
Georgia's Most Famous Golfer



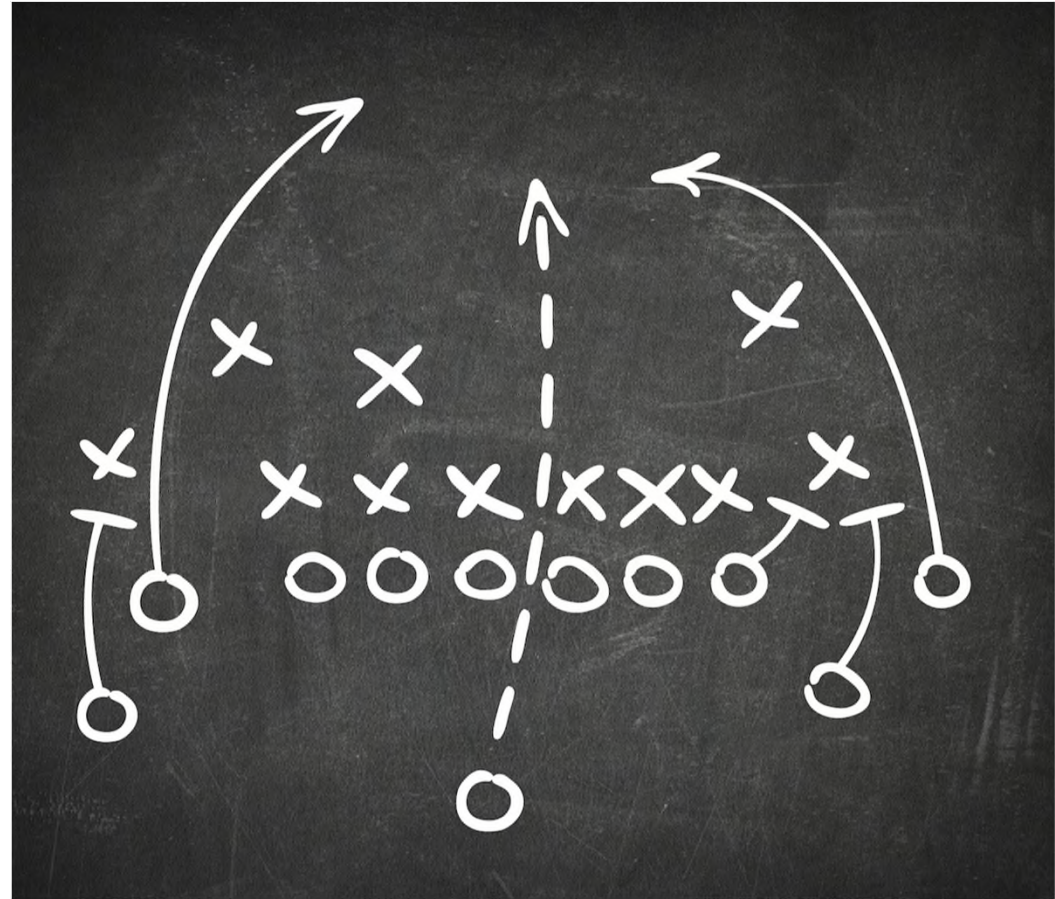
What percentage
of teachers
understand the
science of
reading?



What percentage
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understand the
science of
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You need a plan...



Florida's Approach

→ **Early Learning**

- ◆ 15-hour professional learning requirement in literacy
- ◆ Emergent Literacy Micro-credential
- ◆ Emergent Literacy Coach Specialization

→ **K-12 Public and Charter Education**

- ◆ Reading Endorsement (Inservice/Preservice)
- ◆ FDOE Literacy Coach Endorsement
- ◆ Literacy Micro-Credentials
- ◆ New World's Reading Teacher Professional Learning

→ **New World's Reading Initiative**

- ◆ Book Delivery and Engagement
- ◆ Teacher Professional Learning
- ◆ New World's Scholar Programs

→ **Universal Progress Monitoring System**

- ◆ Star Assessments (Pre-K - 2)
- ◆ Cambium (Grades 3-10)

→ **RAISE Schools**

- ◆ Universal
- ◆ Targeted
- ◆ Intervention

→ **State Regional Literacy Directors**

→ **Summer Literacy Institutes**

→ **Science of Reading Online Repository**

- ◆ Educators
- ◆ Administrators
- ◆ Families
- ◆ Faculty

Florida's Data

Florida's 2021 ranking on Quality Counts Report

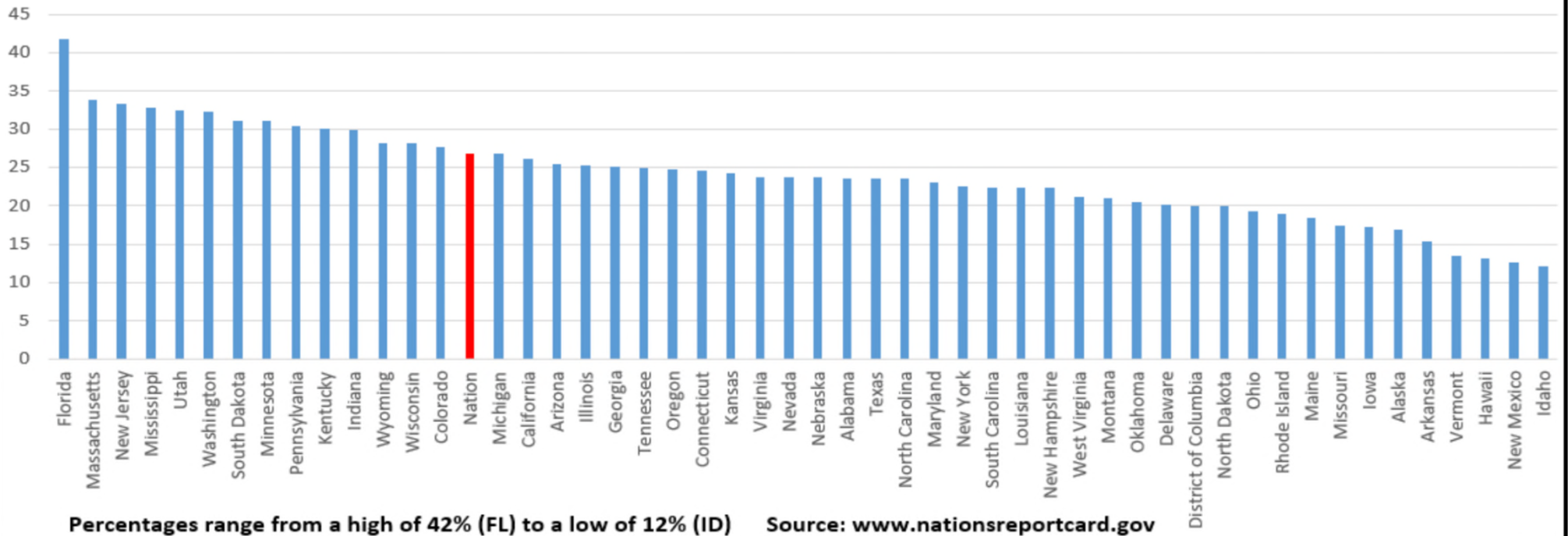
- Florida ranked 2nd for improving high school graduation rates
- Florida ranked 8th for improvement in grade 4 reading
- Florida ranked 4th for improvement in grade 8 reading
- Florida ranked 7th for improving its grade for reading poverty gap

Florida's Performance on the 2022 Nation's Report Card

- Florida ranks #2 in the nation on 4th grade NAEP reading scores
- Florida ranks #1 in the nation in 4th grade reading scores when demographics are taken into account
- Florida #1 in the nation on 4th grade NAEP scores for students with disabilities
- Florida's NAEP scale score is significantly higher than the national average
- Florida's average reading score at 4th grade was +9 points above the national average

Students with Disabilities including Dyslexia

2022 NAEP 4th Grade Reading
Percentage of Students with Disabilities Achieving At or Above Basic



K-12 Programming

- Reading Endorsement-Literacy Matrix
- Literacy Coach Endorsement
- Micro-Credential Programs
- New World's Reading Teacher Professional Development



Flamingo Literacy Matrix

| Phonological Awareness | Decoding I | Decoding II | Fluency | Vocabulary | Comprehension |
|---|------------|-------------|---------|------------|---------------|
| COMPETENCY 1: 5 DOMAINS OF READING | | | | | |
| COMPETENCY 2: EXPLICIT INSTRUCTION & EVIDENCE-BASED PRACTICES | | | | | |
| COMPETENCY 3: ASSESSMENT OF READING | | | | | |
| COMPETENCY 4: INTERVENTION | | | | | |
| COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT | | | | | |

Literacy Coach Endorsement

In partnership with the Just Read, Florida! Office and the Florida Department of Education, the UF Lastinger Center developed training for literacy coaches to earn a literacy coach endorsement as outlined by the Florida domains and standards and definition of a literacy coach.

The coach endorsement professional learning comprises:

- Online Asynchronous Coaching Modules
- Literacy Playbooks
- Coach Handbook
- Facilitator/Assessor Support
- Help Desk/Technical Support
- Facilitator Training (i.e., Train the Trainer)



Literacy Micro-Credentials

Emergent Micro-Credential

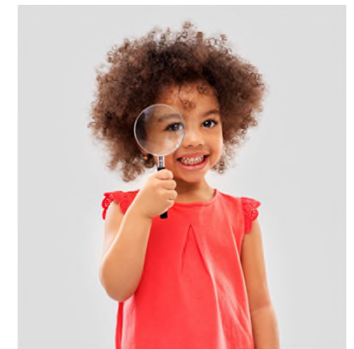
- Audience: Birth through Pre-kindergarten Educators
- Builds emergent literacy knowledge and skills with high-quality content
- Supports language and literacy requirements for the CDA professional portfolio
- Oral Language, Phonological Awareness, Alphabet Knowledge, Emergent Reading and Writing

Elementary Micro-Credential

- Audience: PreK (public or private) and kindergarten through fifth grade (public) instructional personnel
- Oral Language, Phonemic Awareness, Early and Advanced Decoding, Fluency, Vocabulary, Comprehension

Secondary Micro-Credential

- Sixth- through twelfth-grade instructional personnel
- Oral Language, Phonemic Awareness, Early and Advanced Decoding, Fluency, Vocabulary, Comprehension



Launched January 2023



Effective Plan for Georgia



Lastinger Model: Increased Knowledge and Application



I really enjoyed all the content in this course. So many aspects of the content are used in my classroom every day."

—Enrolled Literacy Matrix Educator

Plan for Georgia

→ Florida's Experience

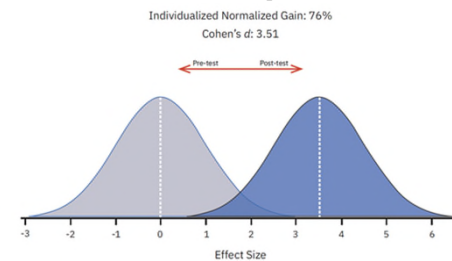
- ◆ Professional learning programs are built, tested, and ready to launch
- ◆ Lastinger approaches professional learning through implementation science
- ◆ Florida's data demonstrates positive outcomes for students and teachers

→ Georgia's Assets

- ◆ State University System
- ◆ Cox Campus
- ◆ Atlanta Speech School
- ◆ Talk with Me Baby
- ◆ Deal Center
- ◆ 32 Regional Coaches



Results and Experience





Open Discussion

Thank you!



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