



Cache County School District

Policy Series 4000: Curriculum, and Assessment

Policy No. 4120 P2

Procedure for Literacy Professional Learning and Educator Development

Purpose

The purpose of this procedure is to establish a framework for professional learning, literacy coaching, and ongoing educator development that supports effective literacy instruction aligned with the Science of Reading (SoR), Utah Core Standards, and applicable state requirements.

Science of Reading Certification Requirements

All K-5 teachers and administrators shall obtain district-approved training or certification demonstrating competency in the SoR.

District-approved SoR credentials may include:

- 1) LETRS (Language Essentials for Teachers of Reading and Spelling) certification or completion;
- 2) LETRS for Admin certification or completion (Administrators only);
- 3) a passing score (240 or higher) on the Utah Foundations of Reading Assessment; or
- 4) completion of the Cache County School District Science of Reading Certification program.

The Teaching and Learning Department may approve additional SoR credentials or pathways that demonstrate equivalent knowledge and competencies.

Newly hired K-5 teachers and administrators who do not possess a qualifying credential shall complete a district-approved SoR certification pathway within the year of placement.

Professional Learning

The district shall provide ongoing professional learning opportunities for educators responsible for literacy instruction and intervention.

Professional learning may include:

- 1) evidence-based literacy instruction aligned with the science of reading;
- 2) implementation of Utah Core Standards for English Language Arts;
- 3) reading assessment administration and data analysis;
- 4) diagnostic assessment practices;
- 5) literacy intervention design and implementation;
- 6) progress monitoring and instructional decision-making;
- 7) differentiated instruction for diverse learners; and
- 8) other literacy topics identified through district needs assessments, school improvement planning, or state initiatives.

Professional learning may be delivered through in-person training, online learning, professional learning communities, coaching cycles, conferences, workshops, collaborative planning, or other approved formats.

Literacy Coaching and Instructional Support

The district will provide literacy coaching and instructional support to assist educators in implementing effective literacy instruction and intervention practices.

Literacy coaching and instructional support may include:

- 1) classroom modeling and demonstration lessons;
- 2) observation and feedback;
- 3) collaborative planning and problem solving;
- 4) data review and instructional planning;
- 5) support for implementation of evidence-based literacy practices; and
- 6) assistance with intervention planning and progress monitoring.

Literacy coaching shall be non-evaluative unless otherwise required by district policy or administrative assignment.

Ongoing Educator Development

Schools shall support continuous improvement in literacy instruction through ongoing educator learning and collaboration.

Educators responsible for literacy instruction or intervention shall be encouraged to:

- 1) participate in professional learning opportunities related to literacy instruction;
- 2) utilize student assessment and progress monitoring data to improve instructional practices;
- 3) collaborate with colleagues to review instructional effectiveness and student outcomes; and
- 4) implement evidence-based literacy practices consistent with district expectations.

District Responsibilities

The Teaching and Learning Department, District Literacy Committee, and school administrators shall collaborate to:

- 1) identify literacy professional learning priorities;
- 2) coordinate literacy-related training and support;
- 3) promote implementation of evidence-based literacy practices;
- 4) monitor literacy-related professional learning efforts; and
- 5) provide guidance necessary to support continuous improvement in literacy instruction and intervention.

Review

Professional learning priorities, literacy coaching supports, and educator development efforts shall be reviewed periodically and adjusted as necessary to address student literacy needs, district goals, and applicable state requirements.

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