

Effective 5/4/2022

**Part 10
Early Literacy**

53E-3-1001 Statewide goal -- Emphasis on early literacy.

To achieve a strenuous statewide goal of 70% in third grade-level proficiency on the state-administered reading assessment by July 1, 2027, the state board shall:

- (1) analyze, align, and target resources, including digital software and tools, in existing state programs and the programs enacted in Laws of Utah 2022, Chapter 285, as appropriate, to support early literacy within the state; and
- (2) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment of early literacy plans.

Revisor instructions Chapter 285, 2022 General Session
Enacted by Chapter 285, 2022 General Session

53E-3-1002 Literacy coaching -- Professional learning.

- (1) Subject to legislative appropriations, the state board shall provide, train, and assign literacy coaches to schools with low literacy achievement performance to provide early literacy coaching to teachers in kindergarten through grade 3, in accordance with this section.
- (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to:
 - (a) establish criteria to determine which schools qualify for early literacy coaching, prioritizing coaching among:
 - (i) schools that participate in partnerships that receive grants under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program; and
 - (ii) schools that fall within the bottom 25% of all schools in literacy achievement performance, as the state board further defines;
 - (b) establish minimum qualifications for early literacy coach positions to ensure adequate preparation with necessary expertise;
 - (c) define roles and responsibilities for a literacy coach, including:
 - (i) assisting educators in analyzing data to inform instructional adjustments;
 - (ii) engaging in instructional coaching cycles with educators to build capacity for improved classroom instructional practices;
 - (iii) using principles of adult learning to effectively partner with educators to integrate professional learning into classroom practice;
 - (iv) leveraging knowledge of the science of reading and evidence-based practices to support educators in maximizing student learning;
 - (v) partnering with a school's leader to support school-wide literacy goals to provide a team of support for educators to embed the state-wide goals into instructional plans and practice;
 - (vi) delivering consistent and frequent job-embedded professional learning;
 - (vii) participating actively in professional learning experiences to deepen knowledge and skills for coaching; and
 - (viii) designing and facilitating relevant and cohesive professional learning sessions to strengthen the implementation of these evidence-based practices with educators; and

- (d) establish parameters for the relationship between a literacy coach and school or LEA, including ensuring that coaches do not engage in activities or duties unrelated to literacy coaching, including:
 - (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid, behavioral therapist, tester, guidance counselor, interventionist, program manager, or contest leader; or
 - (ii) any other assignment that frequently disrupts the coach's ability to support educators in improving instructional practice.
- (3) The state board shall:
 - (a) ensure that one staff position supervises early literacy coaches statewide;
 - (b) select the pool of candidates for literacy coaching positions and coordinate with LEAs regarding interviews, final selection, and placement; and
 - (c) annually review coaching placements and adjust placements as necessary, based on the school's literacy achievement performance and the criteria established under Subsection (2).
- (4) The state board shall provide professional learning support in early literacy by:
 - (a) facilitating professional learning opportunities to support literacy coaches statewide that includes knowledge and skill development in adult learning practices, job-embedded coaching, and family engagement;
 - (b) providing professional learning regional consultants to:
 - (i) support LEAs and regional education service agencies in designing, facilitating, monitoring, and adjusting professional learning in early literacy that aligns with the professional learning standards described in Section 53G-11-303; and
 - (ii) serve a cohort of LEAs within a geographic region of the state; and
 - (c) providing statewide professional learning to support the use of collective efficacy, including the implementation of professional learning communities and school leadership teams through 2027.

Enacted by Chapter 285, 2022 General Session

53E-3-1003 Science of reading.

- (1) As used in this section:
 - (a) "Educator preparation program" means the same as that term is defined in Section 53E-6-302.
 - (b) "Panel" means the science of reading panel that the state board establishes in accordance with this section.
 - (c) "University teacher preparation program" means a program described in Section 53E-6-302.
- (2) The state board shall establish an expert science of reading panel consisting of up to six experts who have:
 - (a) knowledge and a research background in the science of reading and the science of reading instruction; and
 - (b) experience translating the science of reading into effective reading instructional practices.
- (3) The panel shall:
 - (a) meet no less than once every quarter;
 - (b) provide expertise to and serve in a consultancy capacity to the state board on implementation of:
 - (i) the early literacy emphases described in Section 53E-3-1001; and
 - (ii) educator preparation programs;
 - (c) in consultation with the state board:

- (i) provide advanced professional learning opportunities in the science of reading and the science of reading instruction for public schools and educator preparation programs as needed to expand statewide capacity;
 - (ii) partner with ULEAD, as that term is defined in Section 53E-10-701, to develop and implement an online repository of digital science of reading and science of reading instruction resources that is accessible to public school teachers, school leaders, parents, and educator preparation programs and associated faculty;
 - (iii) develop professional learning modules to support teachers and school leaders; and
 - (iv) coordinate with educator preparation programs, university teacher preparation program faculty, deans of education, and literacy leadership fellows to advance the science of reading and the science of reading instruction; and
- (d) take part in the hiring of the additional faculty members described in Subsection 53E-6-302(6) with two panel members participating in the hiring process.
- (4) The state board may collaborate with panel members to conduct periodic reviews of:
- (a) student outcome data;
 - (b) science of reading and science of reading instruction implementation fidelity in public schools and educator preparation programs through onsite visits; and
 - (c) advise LEAs regarding the science of reading and the science of reading instruction curriculum and intervention programs.
- (5) A panel member:
- (a) may not receive compensation or benefits for the member's service on the panel; and
 - (b) may receive per diem and reimbursement for travel expenses that the panel member incurs as a panel member at the rates that the Division of Finance establishes under:
 - (i) Sections 63A-3-106 and 63A-3-107; and
 - (ii) rules that the Division of Finance makes under Sections 63A-3-106 and 63A-3-107.
- (6) The state board shall provide staff support to the panel.

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53E-3-1004 Community engagement for early literacy.

- (1) The state board shall:
- (a) partner with a private business or nonprofit organization to annually provide personal, home-use, age-appropriate printed books or digital books with accompanying electronic reading devices to students:
 - (i) who attend:
 - (A) a school that participates in partnerships that receive grants under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program; or
 - (B) a Title I school, as that term is defined in Section 53F-2-523; and
 - (ii) at a minimum, in kindergarten through grade 3; and
 - (b) provide students a choice of language where possible.
- (2) The state board shall develop and promote a website that provides resources for teachers and other educational support personnel to support targeted activities and strategies for parents to support at-home reading.
- (3) The state board shall contract with one or more organizations that have expertise in coordinating community resources to:
- (a) provide training and coaching to community, school, and parent engagement coordinators; and

- (b) for a school that is not participating in a partnership that receives a grant under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program:
 - (i) assess the presence of existing community school infrastructure; and
 - (ii) provide necessary supports for parent, community, and business engagement, including services and coordination support.

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