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# LETRS

## FOR ADMINISTRATORS

### FACT SHEET



**What do Utah educators who have already participated in LETRS have to say about their experience?**

To see how educators in Alpine have felt about their experience, you may want to watch this [video](#).

**Starting Fall 2022**, hundreds of school leaders and school psychologists will be engaging in LETRS (Language Essentials for Teachers of Reading and Spelling) for Administrators professional learning to advance their knowledge and leadership in the science of reading while supporting their teachers and coaches in implementation of the knowledge and skills gained from LETRS professional learning. To address the many questions that participants likely have about this opportunity, we have created this fact sheet to share the key details.

**Why is USBE supporting school leaders and school psychologists with this professional learning opportunity?**

In considering Utah’s early reading data over the last several years, one in every two third-grade students is not reading at grade level by the end of the school year. This data suggests that we have many students not achieving the expected reading skills necessary for future academic success and contributing members to their community.

To better understand what the state could do to address this student need, we conducted an early grade teacher survey and collected over 4300 responses. The survey results showed significant evidence that many teachers desire to feel more confident in their skills to teach reading. Most notably, many teachers expressed little to no confidence in teaching phonological awareness (74%), and phonics (56%), which are key foundational skills for the building blocks of a proficient reader.

In addition, a similar survey was conducted with principals across the state. The survey results of the 341 participants showed that only 34% believed that to a great extent, the instruction and interventions in their schools were sufficient to close the literacy achievement gap.

In recent years the science of reading is aligning with research-based practices. We want to give educators every opportunity to enhance their knowledge and skills to align their practice with the science of reading in order to meet the needs of all students. As such, there is

more current research to inform our practices as literacy educators. Furthermore, over 40% of our current K–3 educators earned their teaching license prior to the updated research evidence related to the science of reading.

Given these facts, the USBE concluded that supporting our educators and leaders in advancing their current knowledge about the science of reading would be prioritized in order to improve the reading skills of our K-3 students. Specifically, LETRS is an intensive professional learning opportunity that was selected given its evidence base and ability to empower teachers to understand the science behind why students struggle to read through learning evidence-based instructional practices.

As a school leader or school psychologist, your continued support and leadership for teachers and coaches learning through LETRS is an integral part of their success and improving K-3 student literacy outcomes. The research-based course, LETRS for Administrators, complements LETRS and guides building leaders in implementing research-based, multi-tiered instruction. Administrators are provided specific steps for facilitating change, developing a comprehensive assessment plan, managing resources, assembling a school leadership team, and making data-based decisions.

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## What will I learn in the LETRS for Administrators Sessions?

LETRS for Administrators is a course of study that combines *A Principal's Primer for Raising Reading Achievement* with an on-line component and 2 days of face-to-face professional learning to help instructional leaders create the systems and structures needed to improve overall literacy instruction. LETRS for Administrators helps literacy leaders:

- Create efficient methods of analyzing student data
- Establish effective instructional blocks in literacy
- Examine resources for all tiers of instruction
- Support their LETRS professional learning participants by providing an overview of all 8 units of LETRS, data and accountability tools, and resources for supporting literacy improvement in your school

*A Principal's Primer for Raising Reading Achievement* is a how-to manual for principals who want to improve the overall reading performance of an elementary school population. It explains in very practical terms exactly how a principal can lead a school-wide implementation of research-based, multi-tiered reading instruction.

### **A Principal's Primer for Raising Reading Achievement**

- Chapter 1: What Does Science Say About Teaching Reading?
- Chapter 2: How to Get Started
- Chapter 3: Develop A Comprehensive Assessment Plan
- Chapter 4: Materials Selection in Year One
- Chapter 5: Professional Development in Year One
- Chapter 6: Implementing Instruction With New Materials in Year One
- Chapter 7: School Organization and Funding
- Chapter 8: Refining the Reading Initiative in Year Two
- Chapter 9: Solidifying the Reading Initiative in Year Three and Beyond