



EARN A RANK CHANGE!

Join our Specialized Cohort for Educators in the Kentucky Reading Academies powered by LETRS!



ELIGIBILITY

- Any KY Educator with a current Rank III or Rank II Certificate
- MUST be participating in the Kentucky Reading Academies powered by LETRS or District LETRS Professional Learning



TIMELINE

- LAUNCHING: August 2024
- REGISTRATION DEADLINE: July 15
- COMPLETION TIME: 2 years



COST

- TOTAL PROGRAM: \$5,500
- Payment plans are available
- Check or credit card payments accepted



INFORMATION

- Meetings begin in March!
- Register for a meeting below!

ENROLL NOW! LIMITED SPACES AVAILABLE!

Need More Information? Click HERE to register to attend one of our Informational Meetings on Zoom - Select from March 20, April 30, May 14, June 3, and July 10 .

Ready to ENROLL? Click HERE to join our Enrollment Process Google Classroom and complete the steps under the "classwork" tab! Or use JOIN CODE: deheiol



HOW IT WORKS

Specialized Cohort Overview

About the GRREC ED Rank Change Program

GRREC ED...

- is an EPSB-approved Continuing Education Option Plan II Rank Change Program launched its first cohorts in January 2021
- currently supports over 800 candidates working toward a Rank Change
- provides authentic opportunities for professional growth that can impact students, educators, schools, and districts
- provides a Rank Change on your KY Teaching Certificate that is recognized by any public school district in Kentucky

About the Specialized Cohort for Educators Participating in LETRS

THINGS TO KNOW:

- GRREC ED and LETRS are two different AND compatible programs
- **GRREC ED commits to streamlining meetings and submissions to minimize duplication of efforts so educators can reserve time and energy for effective implementation in the classroom**
- There will be some additional meetings and submissions that will support you in earning a Rank Change through GRREC ED
- The rigor of the LETRS academies is a GREAT FIT for the EPSB-approved GRREC ED framework and components (see more details about this on p. 3)

What are the "extra" commitments required by the GRREC ED program?

USE YOUR LETRS WORK PLUS THESE THINGS TO EARN A RANK CHANGE:

- Attend 3 two-hour virtual cohort meetings per semester to support you in capturing your LETRS module work and other activities as GRREC ED competency products and artifacts (see how this compares to a typical open enrollment cohort on p.3)
- Accept feedback from a GRREC ED Cohort Facilitator based on the GRREC ED approved rubrics
- Develop a Capstone Project using your LETRS portfolio items and your GRREC ED submissions, supported by a GRREC ED Cohort Facilitator
- Develop and present a 15-minute Capstone Presentation at the end of the two-year program



Specialized Cohorts support you in making the most of your professional learning!

Don't miss out on this unique chance to earn a Rank Change with the effort you are putting into LETRS!

GRREC ED FRAMEWORK

LETRS Cohort vs Typical Cohort

CONTENT COMPONENT (Know & Understand)

Specialized Cohort Candidate has a Specialized Content Focus Area

- Pre-selected Content Focus Area: Foundational Literacy (LETRS)
- Attends LETRS content meetings hosted by KRA or District
- Submits 4 Content Competency Products based on LETRS Module work and Bridge to Practice work

Each Candidate Selects a Content Focus Area & Participates in a Content Cadre virtually with GRREC ED

- Selects from a menu of content cadres
- Attends 3-4 two-hour virtual content cadre meetings per semester
- Submits 4 Content Competency Products

CLASSROOM COMPONENT (Apply)

Specialized Cohort Candidate is part of a Specialized Cohort of 20-25 Candidates

- Attends 3 two-hour virtual sessions per semester
- Submits 12 Classroom Artifacts based on LETRS Module work and Bridge to Practice work as well as classroom implementation of LETRS

Each Candidate is part of a mixed educator Cohort of 20-25 Candidates

- Attends 4 two-hour virtual cohort meetings per semester
- Submits 12 Classroom Artifacts based on a self-selected Problem of Practice and implementation and impact cycles

CAPSTONE COMPONENT (Culminating Project)

Specialized Cohort Candidate will develop a Capstone Project

- Capstone supports will be provided during Specialized Cohort Meetings
- Capstone Project can be developed from the LETRS portfolio
- Specialized Cohort members will prepare a 15-minute Capstone Presentation

Each Candidate will develop a Capstone Project

- Capstone supports will be provided throughout the program
- Capstone Project is developed from Competency Products and Classroom Artifacts
- Candidates will prepare a 15-minute Capstone Presentation

Contact Us



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The Candidate Experience...



"My favorite thing about the GRREC ED program was the flexibility to focus my learning on an area I chose and then receive trainings that were actually useful. I didn't spend a lot of money on a textbook I would never use again or spend hours sitting in a class that didn't do anything to improve my teaching. My experience has been **invaluable**, and I would highly recommend this route opposed to other more traditional rank change programs. I was able to learn and apply the knowledge gained in real time with my students."

-Jamie Putman, Muhlenberg County Public Schools



"The teacher choice is **refreshing** and **rewarding**. The experience has improved my own ability to assess student learning and provided me with strategies to know how to address and overcome learning obstacles for my students."

-Samantha Huffman, Barren County Schools

"I have loved that the work I do is **authentic** and **beneficial** to my classes at school. It's not busy work but real world applications. It's helped me to become a better teacher and look at what I need to improve upon . . . I am so happy that I took the route that I did and enrolled in the program at GRREC. It was the smartest decision I could have made as a teacher."

-Stephanie Butler, Cumberland County School District



"GRREC ED allowed me to step out of my comfort zone as an educator . . . It is like no other professional growth I have ever experienced. It is practical application of research toward an area you wish to improve upon. That makes it **meaningful** learning that you can grow through, not just a compliance assignment."

-Ashley Lile, Hart County Schools

"It isn't 'extra' work. Instead, it allows me to focus on specific areas in my classroom and turn those weaknesses into strengths. This program has helped me to become more focused and **become a better teacher**."

-Keri Beth Turner, Monroe County Schools

