

Advanced Literacy Leadership Teams: Planning for Impact

Session 1

Mission Statement Checklist

(Adapted from Gabriel & Farmer, 2009 and Shearer, Carr & Vogt, 2019)

Criteria	
<i>Is the mission statement . . . ?</i>	Yes or No
Data-driven	
Aligned with the Comprehensive Evidence-Based Reading Plan from the district and the school	
Informed by scholarly resources	
Focused upon student achievement as described in the School Improvement Plan (SIP)	
Related to potential goals for the entire school, classrooms and students' homes	
Easily understandable	
Sufficiently specific or overly opaque	
Explaining a path forward for the school	
Future-oriented and inspirational	
Unattainable or attainable	

What to consider when reflecting on literacy in a school:		
Content knowledge	<ul style="list-style-type: none"> • Oral language development • Print awareness • Linguistic knowledge • Phonemic awareness • Decoding • Phonics • Fluency 	<ul style="list-style-type: none"> • Vocabulary • Cognition • Comprehension • Narrative and expository text features • Composition • Function of language • Socio-cultural aspects of language
Pedagogical knowledge	<ul style="list-style-type: none"> • Instruction based on assessment • Daily reading and writing practice • Age and developmentally appropriate materials • Reading aloud • Reading and writing co-development • Flexible grouping practices • Reading and writing processes 	
Support structures	<ul style="list-style-type: none"> • Access to print and literature • Provisioning for literacy instruction • Organizing classrooms (schedules, blocks, etc.) 	
Environment management	<ul style="list-style-type: none"> • Assessing literacy • Flexible skill grouping • Teacher-student interactions 	<ul style="list-style-type: none"> • Routines • Testing at instructional levels • Mix of whole and small-group teaching
Literacy mission & vision; monitoring, evaluation	<ul style="list-style-type: none"> • Establishing relationships • Supporting teachers and coaches • Evaluating teachers and coaches • Professional development • Classroom environment 	

Stakeholders' Commitment to Literacy Learning

Stakeholder	Perceived Level of Commitment			Comments
	Low	Medium	High	
Students	Low	Medium	High	
Teachers	Low	Medium	High	
School Community	Low	Medium	High	
School Leadership Team	Low	Medium	High	
District or System Leadership	Low	Medium	High	

Source: <http://www.ascd.org/publications/books/103022/chapters/Committing-to-Literacy-Leadership.aspx>

Reflecting on Systems for Replicable Results

Reflect on the systems that are in place at your school. Which systems are working to support literacy improvement and can be replicated; which systems are not working or cannot be replicated? Use the chart below to record your thinking.

Systems that ARE working & CAN be replicated	Systems that ARE NOT working & CANNOT be replicated

Literacy Capacity Survey

Importance rating: 5 = Very Important 1 = Not Important Practice Rating: 5 = Frequent or common practice at this school. 1 = An infrequent or rare occurrence at this school.	Important to Our School's Literacy Initiative	Current Practice at Our School
Collaborative Leadership and School Capacity		
1. The administrator's role in improving the school's literacy opportunities is clearly evident.		
2. School leaders encourage collegial decision making.		
3. School leaders support integration of literacy instruction across the content areas.		
4. School leaders and staff members believe the teaching of reading is their responsibility.		
5. Adequate fiscal resources are provided to support the literacy improvement plan.		
6. Data-driven decision-making guides literacy improvement planning.		
7. Scheduling structures are in place to support identified literacy needs of all students.		
8. Scheduling structures are in place to support literacy professional development.		
9. The school improvement plan includes literacy as a major goal for improvement.		
Strategic Use of Assessment		
10. A variety of school and student data sources is used to support the instructional improvement focus.		
11. Professional development to improve literacy is based on assessment data.		
12. Standardized formal assessments are used to assess reading ability of all students.		
13. Teachers know the reading capabilities of all students they teach.		
14. Data meetings guide formative and summative literacy planning to support student learning.		
15. Ongoing progress monitoring identifies skills mastered and skills that continue to be focus of student's intervention plan.		
16. Teachers use informal reading assessments within content classes to develop a better understanding of student literacy instructional needs.		
Professional Development to Support Literacy		
17. The Literacy Leadership Team assesses and plans literacy professional development focus.		
18. Professional development plans are based on identified student literacy needs.		
19. Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy professional planning.		
20. Content-area teachers receive professional development to learn literacy strategies.		
21. Teachers with literacy expertise and experience serve as models and mentors to less experienced colleagues.		
22. Data from informal <i>Literacy Walks</i> provide areas of focus for literacy professional development.		
23. Teachers participate in shared-teaching sessions to learn and refine literacy strategies.		

24. Content area teachers receive ongoing job-embedded professional development to learn instructional/literacy strategies.		
Instructional Practices		
25. Teachers use effective instructional practices in support of developing student literacy and comprehensions of course content.		
26. Teachers effectively use a variety of before during and after reading strategies to support learning and literacy.		
27. Teachers provide personalized support to each student to improve literacy based on assessed needs.		
28. Teachers create literacy-rich environments with books journals and research texts to support content learning.		
29. Teachers effectively use small group instructional strategies to improve student learning and comprehension of course content.		
30. Teachers effectively model how to use a variety of literacy/learning strategies for all students.		
31. Teachers effectively use a variety of literacy strategies that support learning of specific content texts for all students.		
32. Teachers use technology to support improved literacy for all students.		
33. Teachers regularly use vocabulary development strategies to support student learning.		
34. Teachers regularly use strategies to support the reading/writing connection.		
Intervention to Improve Student Achievement		
35. Administrators and teachers develop individual literacy plans to meet literacy instructional needs of struggling students.		
36. Intervention is highly prescriptive toward improving identified literacy deficits of individuals.		
37. Literacy electives are available to support improved literacy of struggling students and English language learners.		
38. Ample tutoring sessions are available to support improved student literacy.		
39. The most highly skilled teachers work with struggling/striving readers.		
40. Content teachers effectively use literacy strategies to support struggling/striving readers' learning of content texts.		
41. The School Literacy Improvement Plan supports strategies ranging from intervention for struggling readers to expanding the reading power of all students.		

National Association of Secondary School Principals. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*.