Advanced Literacy Leadership Teams: Planning for Impact

Session 1

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Objectives

Reflect on the current state of the Literacy Leadership Team (LLT).

Engage in a collaborative problem-solving process around identified areas for growth.

Foundations of a High-Performing Literacy Leadership Team

Mission statement that sets purpose

Collective vision of effective literacy instruction

High level of stakeholder commitment

Clearly defined roles for team members

Primary Functions of a
High-Performing Literacy Leadership Team

Analyzing data/making data-driven decisions

Maintaining purposeful PLCs

Planning professional learning opportunities

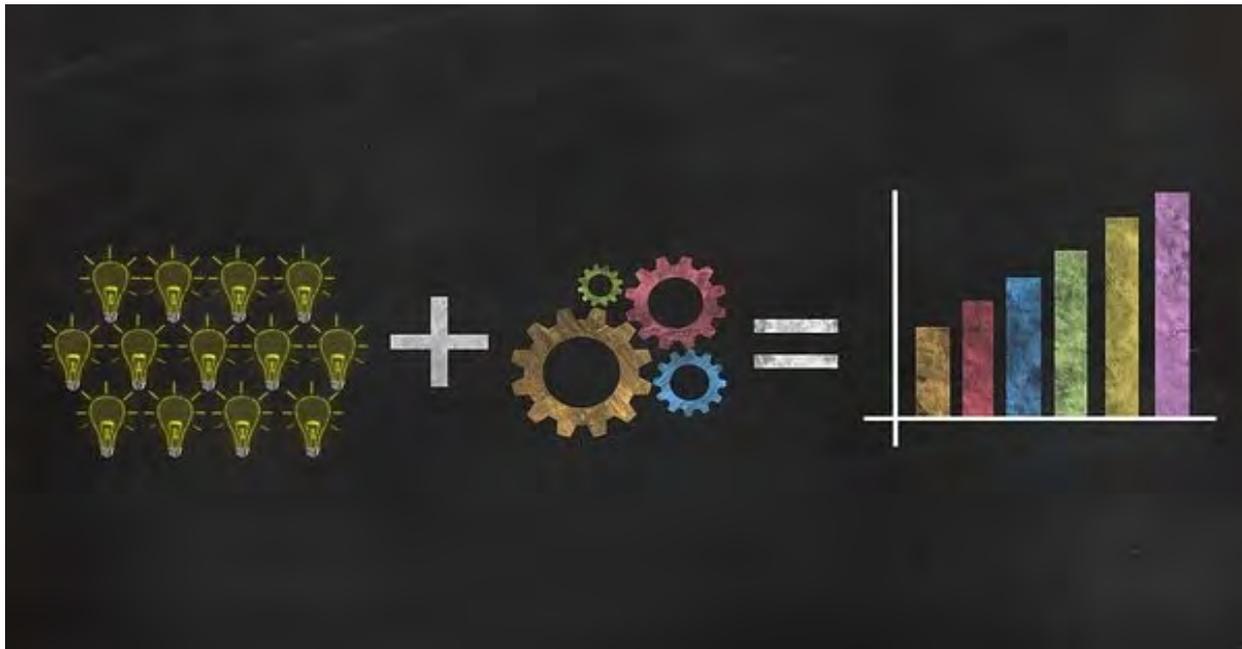Implementing a process for monitoring, reflecting and providing feedback on literacy instruction

Ensuring resources, materials and schedules support literacy instruction effectively

What makes education effective?

"Well-leveraged leadership that ensures great teaching to guarantee great learning."

Bambrick-Santoyo, P. (2018)

Effective Systems Drive High-Performing LLTs

COLLABORATIVE LEADERSHIP

STRATEGIC USE OF ASSESSMENT

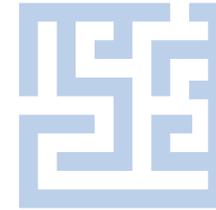**PROFESSIONAL DEVELOPMENT**

INSTRUCTIONAL PRACTICES

INTERVENTION

Indicators of High Performing Literacy Leadership Teams

Exceptional results that exceed expectations

Replicable results – replicable systems and structures others can follow

Literacy Capacity Survey

Importance rating:	5 = Very Important 1 = Not Important	Important to Our School's Literacy Initiative	Current Practice at Our School
Practice Rating:	5 = Frequent or common practice at this school. 1 = An infrequent or rare occurrence at this school.		

Collaborative Leadership and School Capacity

Collaborative Leadership and School Capacity

Complete Questions 1-9

| 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.		

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# Collaborative Leadership and School Capacity
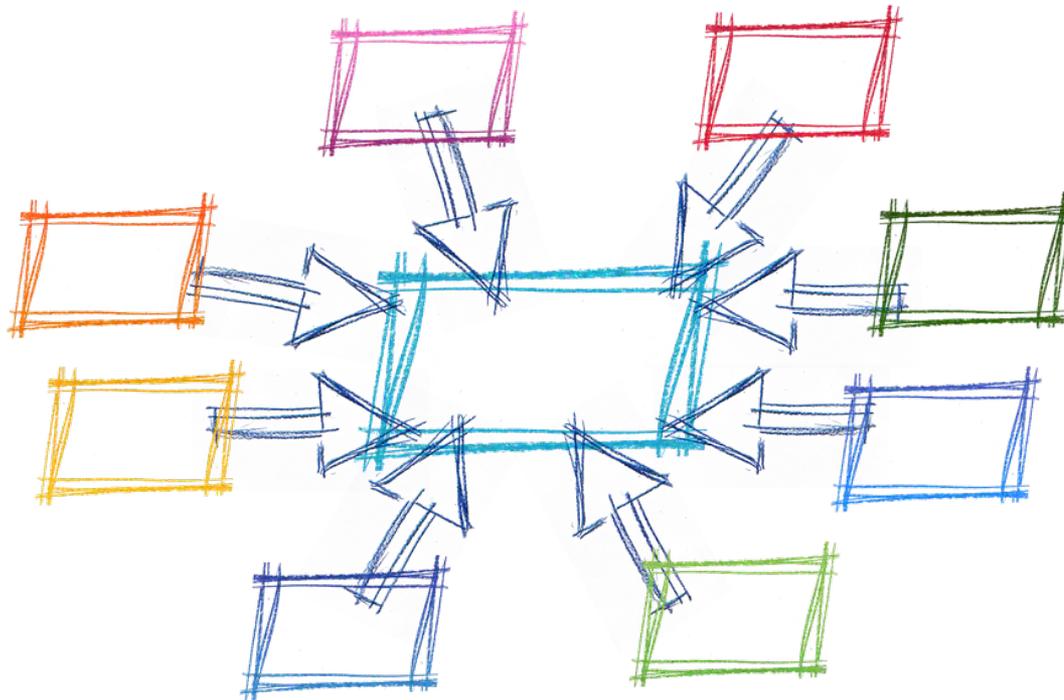
Strategic Use of Assessment
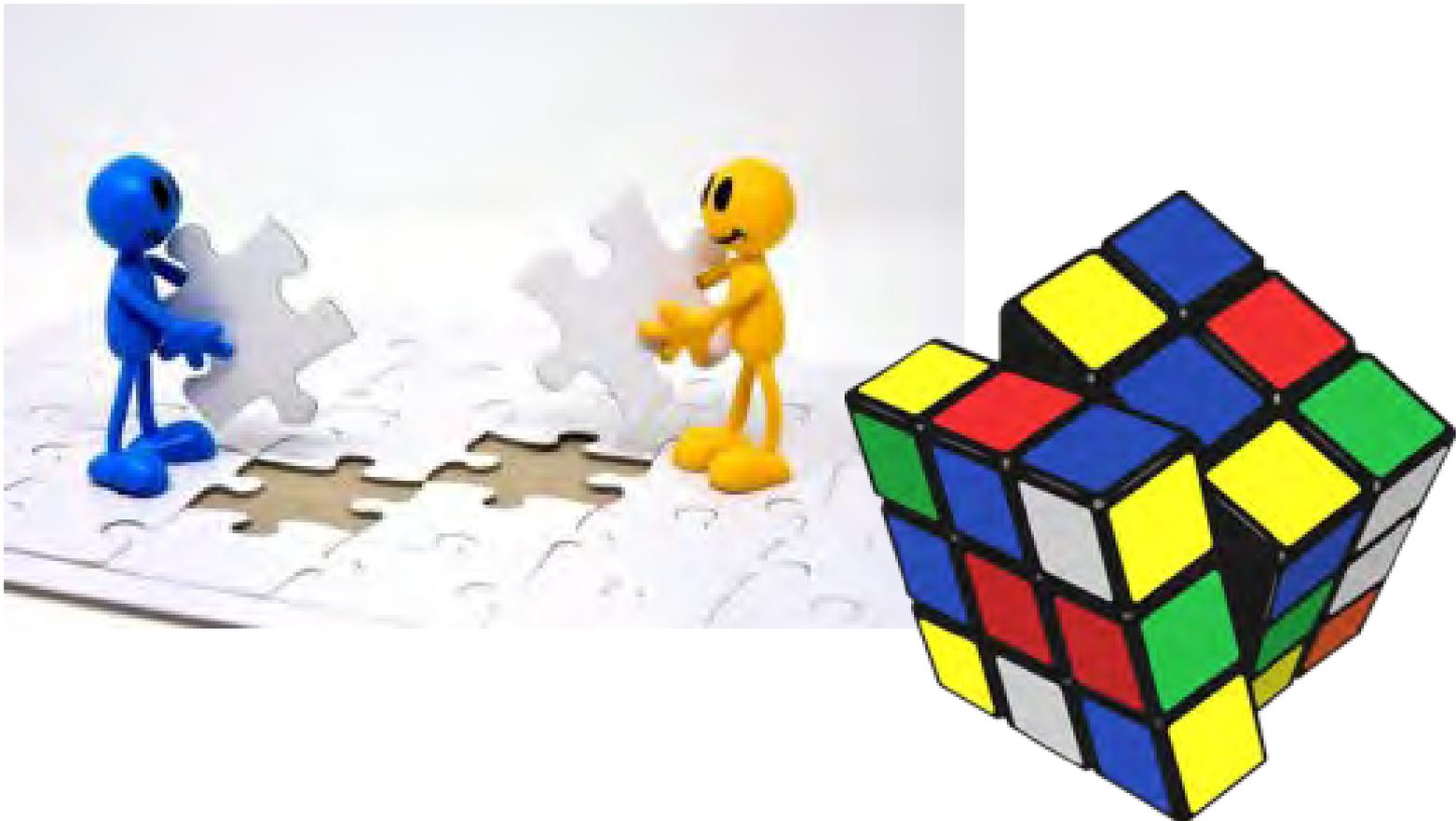
Strategic Use of Assessment
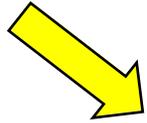
	Complete Questions 10-16	
Strategic Use of Assessment		
10. A variety of school and student data sources is used to support the instructional improvement focus.		
11. Professional development to improve literacy is based on assessment data.		
12. Standardized formal assessments are used to assess reading 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.		
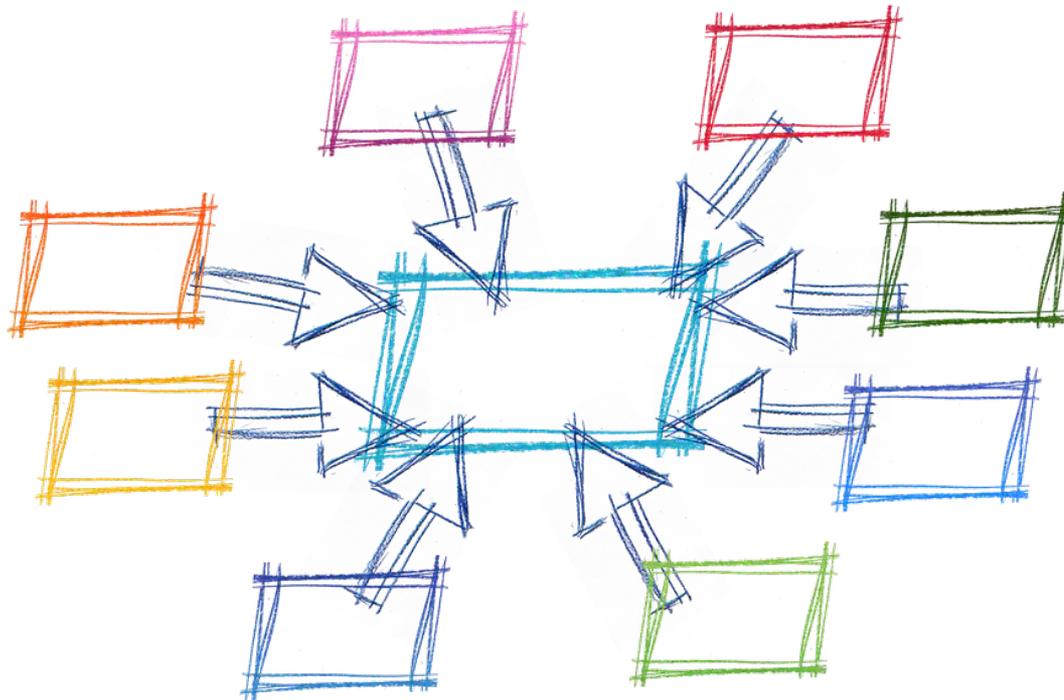
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Strategic Use of Assessment
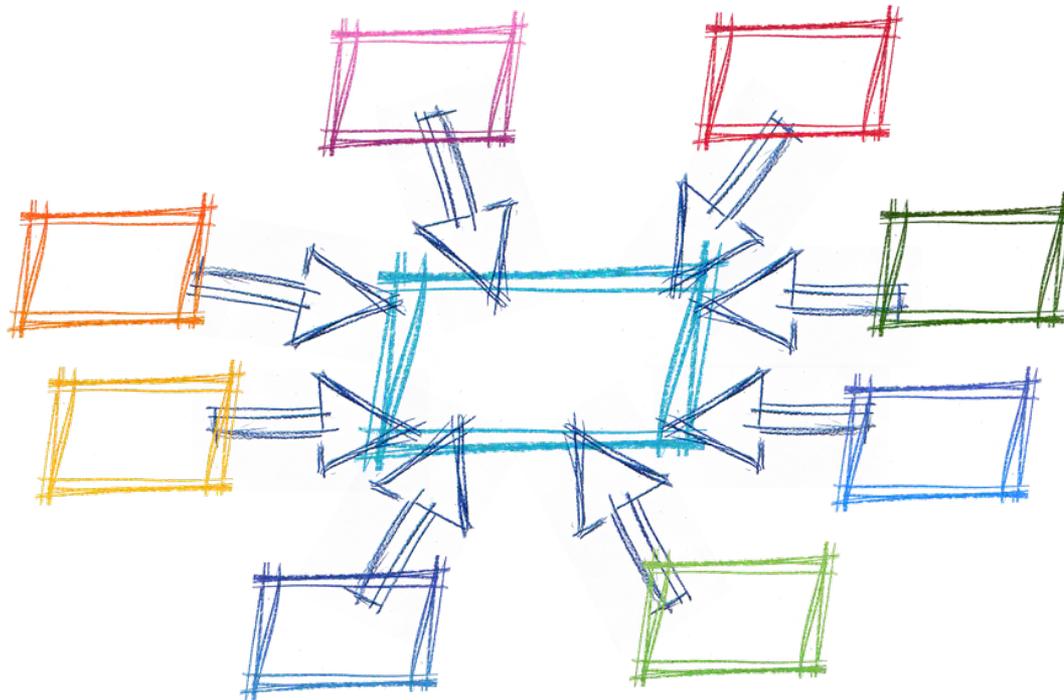

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Professional Development to Support Literacy

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Complete Questions 17-24

Professional Development to Support Literacy

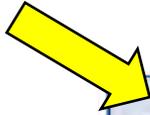| #	Statement		
17.	The Literacy Leadership Team assesses and plans literacy professional development focus.		
18.	Professional development plans are based on identified student literacy needs.		
19.	Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy 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 *Literacy Walks* 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.		

Professional Development to Support Literacy

Instructional Practices

Instructional Practices

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.		

Complete Questions 25-34

Instructional Practices
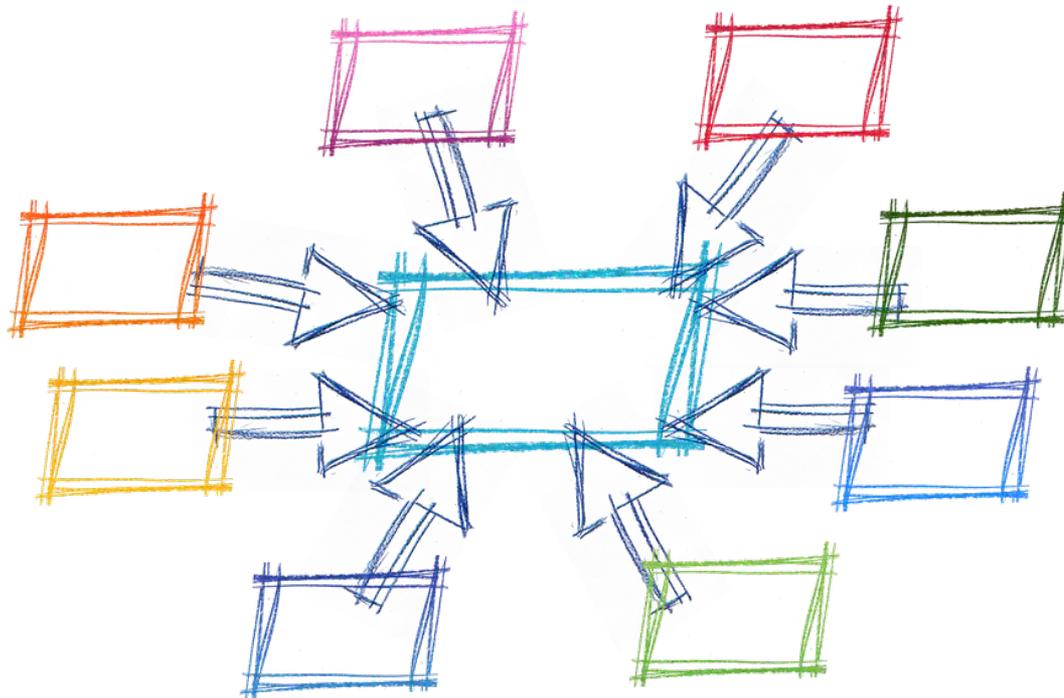
Intervention to Support Student Achievement
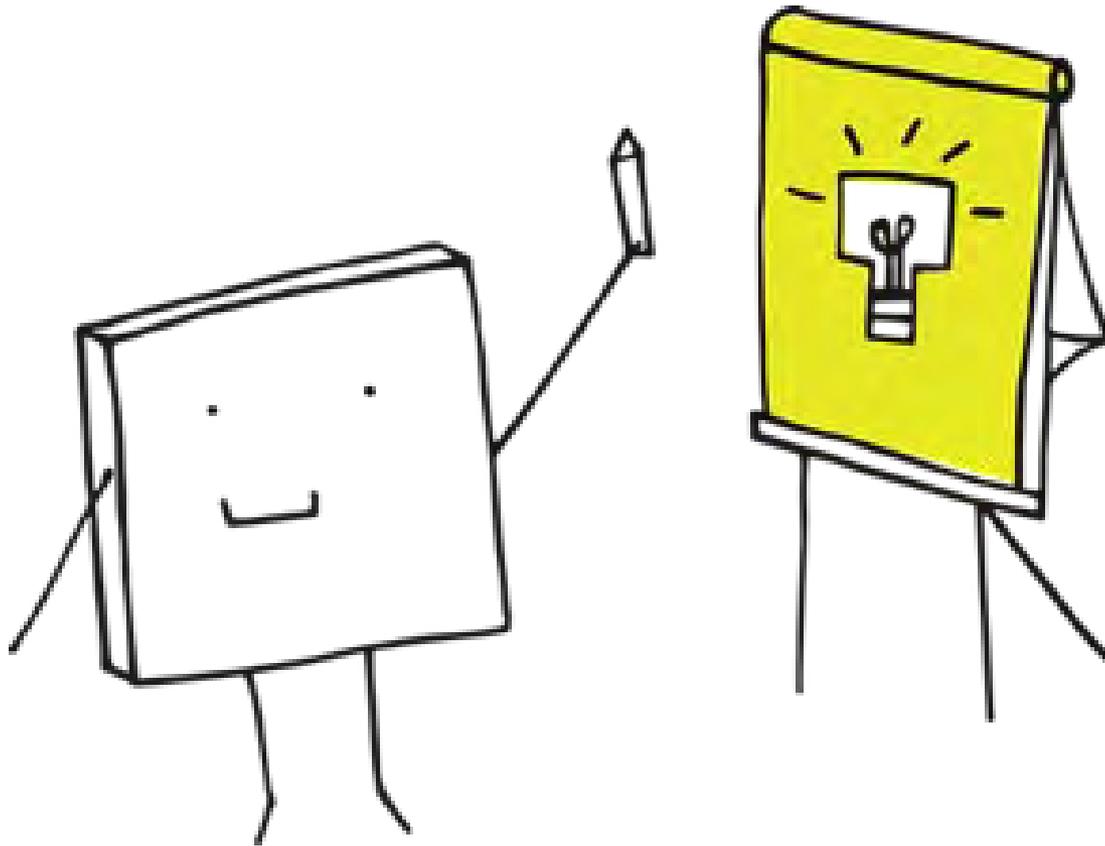
Intervention to Improve Student Achievement

Complete Questions 35-41

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.		

Intervention to Support Student Achievement

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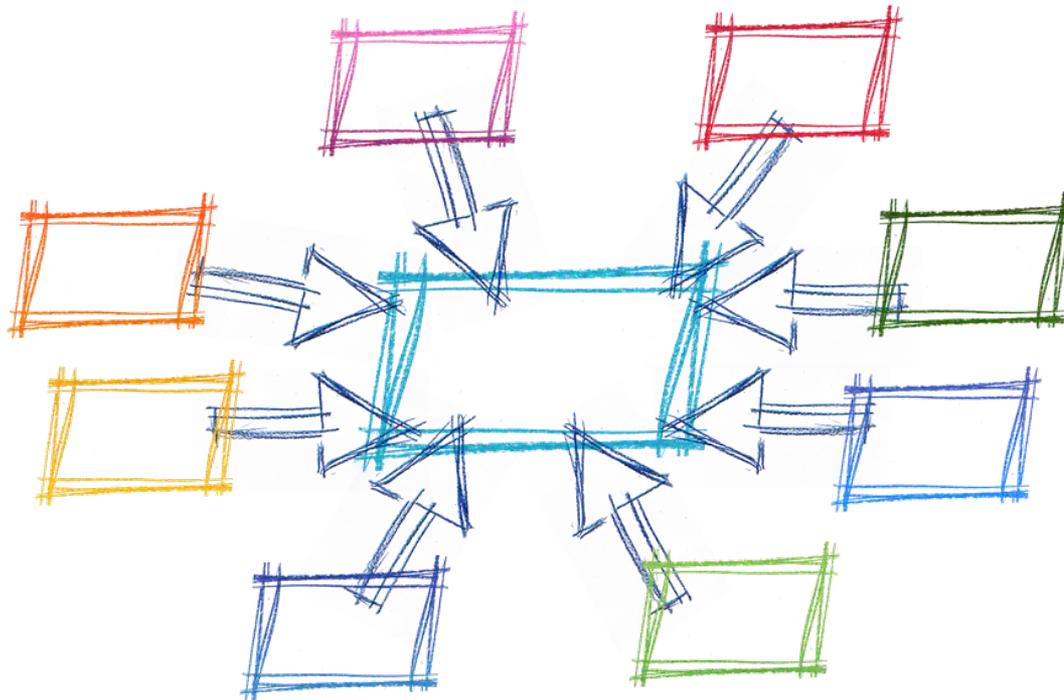
Objectives Review

Reflect on the current state of the Literacy Leadership Team.

Engage in a collaborative problem-solving process around identified areas for growth.

Survey

- Hold for QR Code

Resources

- Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* (2nd ed.). Jossey-Bass.

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