

# Introduction to Literacy Leadership Teams

## Session 2

**Just Read, Florida!**



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# Session Objectives

- Examine how Literacy Leadership Teams (LLTs) should leverage student data to inform professional learning.
- Consider how the LLT may utilize the B.E.S.T. English Language Arts (ELA) Standards Study and Professional Learning Communities (PLCs) to impact instruction.
- Explore key systems of support for LLTs.
- Examine helpful considerations to maintain a healthy LLT.





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# Professional Learning & Data



# Student-Driven Focus

How does your LLT address the needs of students?



Image: Canva





# Student Data Informs Professional Learning



# Identifying Professional Learning Goals

- Walkthrough data
- Progress monitoring data
- Evaluations
- Feedback from peers, coaches
- Federal Index and/or school grades data
- Needs assessments





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# Professional Learning Communities (PLCs)





# Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) are groups of educators who meet regularly to do the following:

- Share expertise
- Analyze student work
- Plan instruction
- Collaborate to improve teaching skills and academic performance of students



# What are the impacts of PLCs?

PLCs serve two purposes:

- Improve the skills and knowledge of educators through collaborative study, expertise exchange and professional dialogue; and
- Improve the educational aspirations, achievement and attainment for students through stronger leadership and teaching.



# Four Pillars of PLCs

Shared Mission

Vision

Values

Goals

**Purpose**

**Clear Direction**

**Collective  
Commitments**

**Indicators,  
Timelines and  
Targets**

High levels of learning for all students

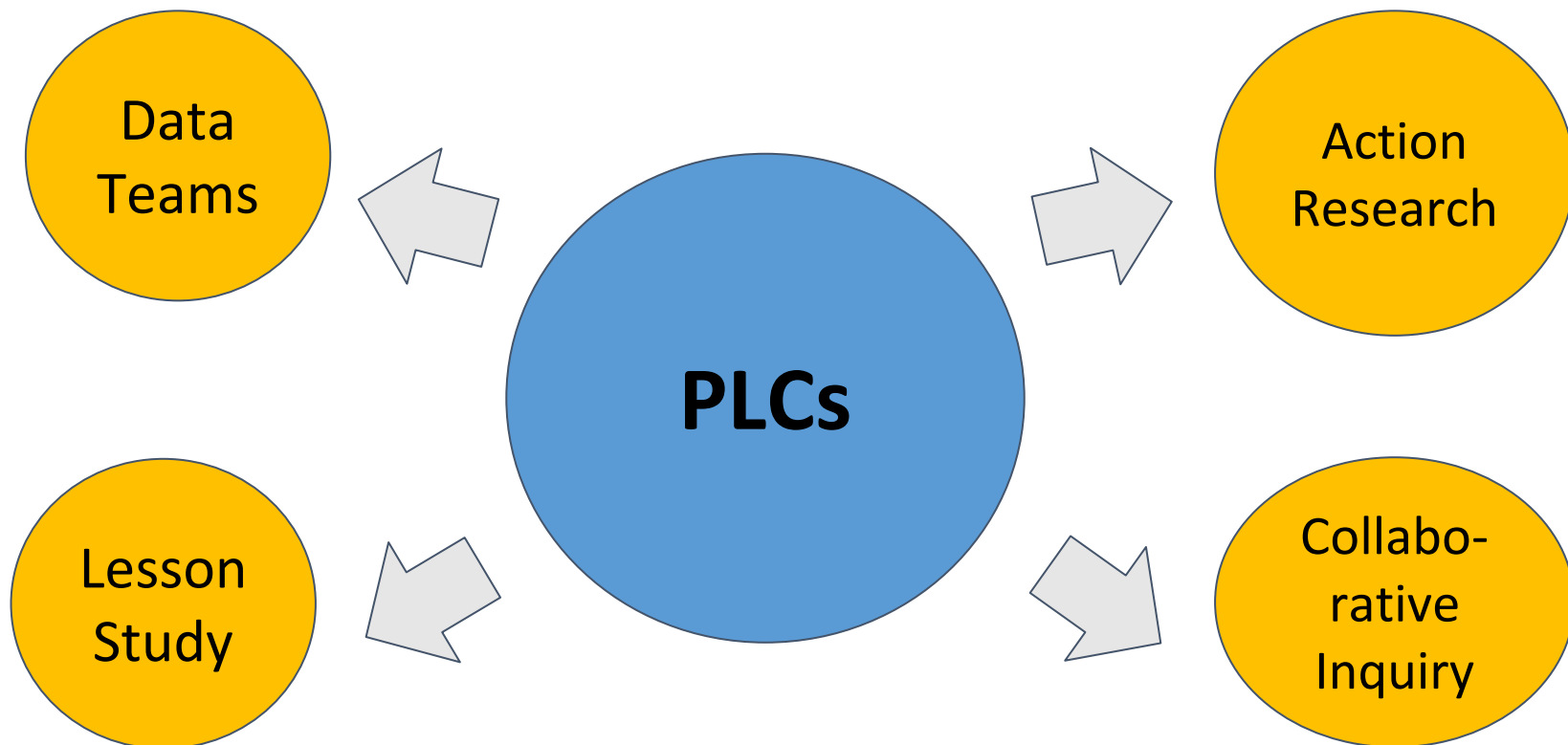
Schools and districts must create and be guided by the same vision

Made to clarify what all members will do to contribute

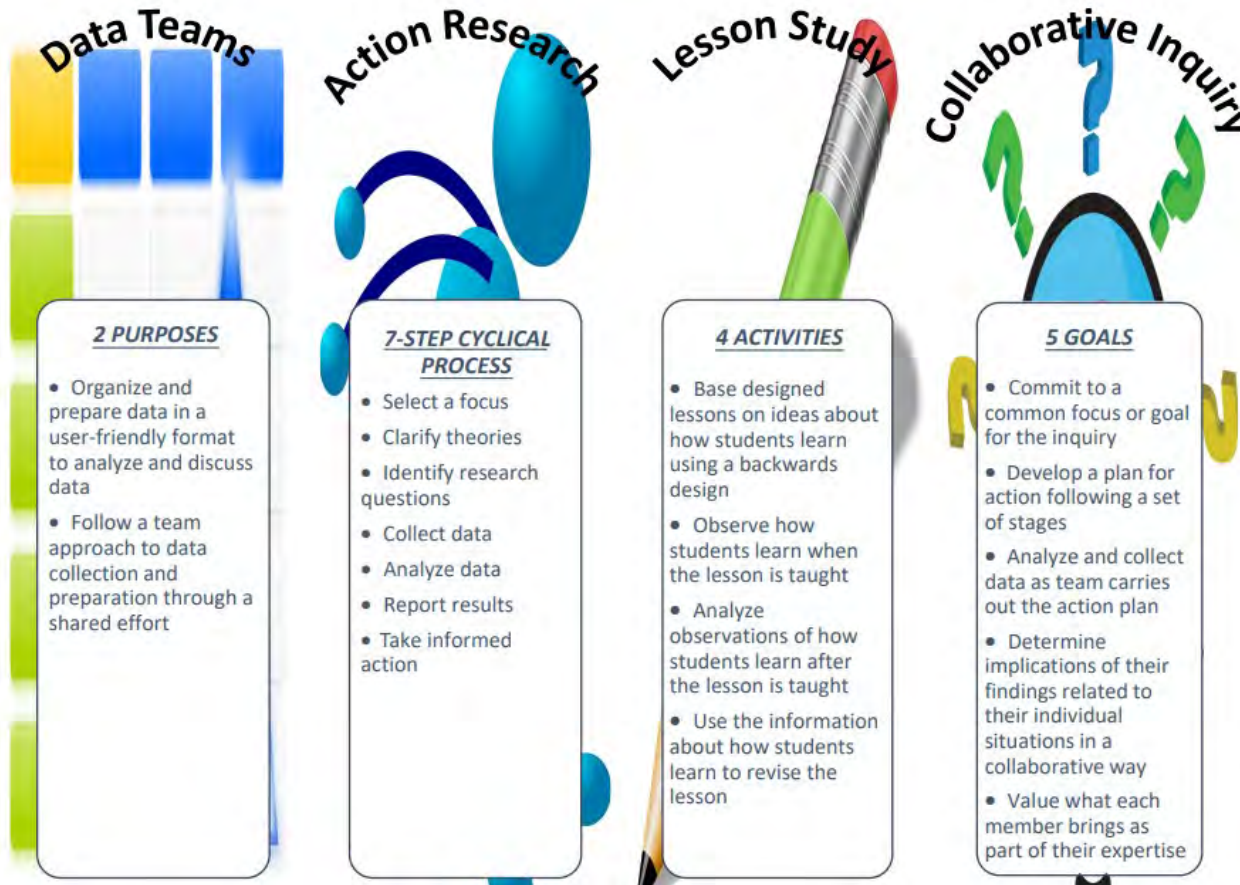
Use results-oriented goals to mark their progress



# PLC Activities



# Professional Learning Structures





# Professional Learning & LLTs

How can these four PLC structures be customized to serve your LLT's mission and goals?



### Data Teams

**2 PURPOSES**

- Organize and prepare data in a user-friendly format to analyze and discuss data
- Follow a team approach to data collection and preparation through a shared effort

### Action Research

**7-STEP CYCLICAL PROCESS**

- Select a focus
- Clarify theories
- Identify research questions
- Collect data
- Analyze data
- Report results
- Take informed action

### Lesson Study

**4 ACTIVITIES**

- Base designed lessons on ideas about how students learn using a backwards design
- Observe how students learn when the lesson is taught
- Analyze observations of how students learn after the lesson is taught
- Use the information about how students learn to revise the lesson

### Collaborative Inquiry

**5 GOALS**

- Commit to a common focus or goal for the inquiry
- Develop a plan for action following a set of stages
- Analyze and collect data as team carries out the action plan
- Determine implications of their findings related to their individual situations in a collaborative way
- Value what each team member brings as part of their expertise



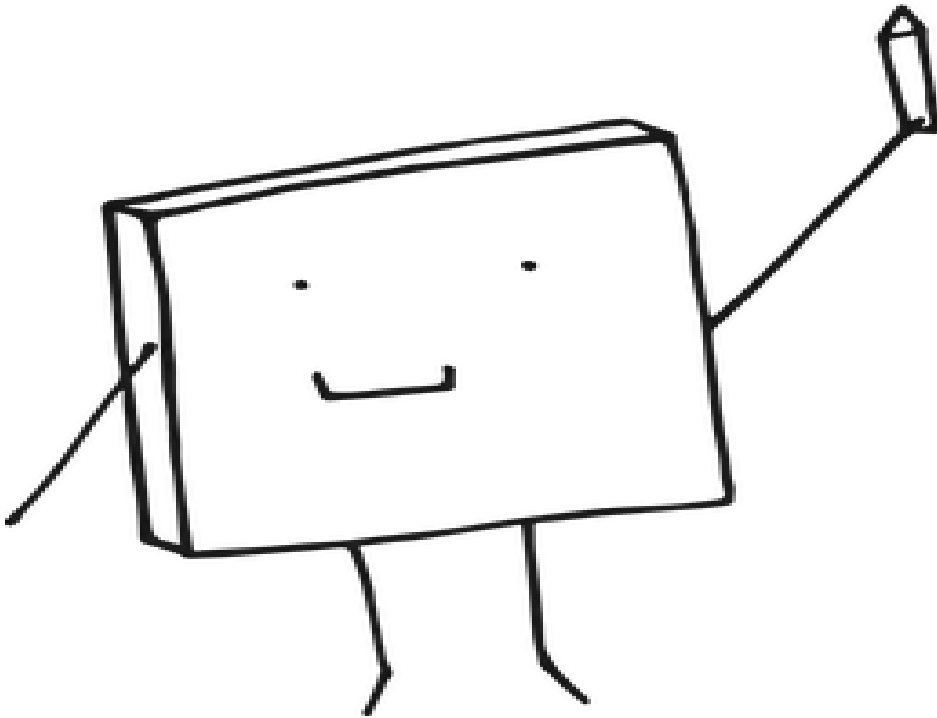



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# Professional Learning & the B.E.S.T. ELA Standards



# B.E.S.T. ELA Standards





## Standards Map

Strand	Standard	Benchmark	Code	
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1	
		Phonological Awareness	F.1.2	
		Phonics and Word Analysis	F.1.3	
		Fluency	F.1.4	
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1	
		Phonics	F.2.2	
		Encoding	F.2.3	
		Fluency	F.2.4	
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1	
		Theme	R.1.2	
		Perspective and Point of View	R.1.3	
		Poetry	R.1.4	
	Reading Informational Text	Structure	R.2.1	
		Central Idea	R.2.2	
		Purpose and Perspective	R.2.3	
		Argument	R.2.4	
	Reading Across Genres	Interpreting Figurative Language	R.3.1	
		Paraphrasing and Summarizing	R.3.2	
		Comparative Reading	R.3.3	
		Understanding Rhetoric	R.3.4	
Communication (C)	Communicating Through Writing	Handwriting	C.1.1	
		Narrative Writing	C.1.2	
		Argumentative Writing	C.1.3	
		Expository Writing	C.1.4	
		Improving Writing	C.1.5	
	Communicating Orally	Oral Presentation	C.2.1	
	Following Conventions	Conventions	C.3.1	
	Researching	Researching and Using Information	C.4.1	
	Creating and Collaborating	Multimedia	C.5.1	
		Technology in Communication	C.5.2	
	Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
			Morphology	V.1.2
			Context and Connotation	V.1.3

**B.E.S.T. ELA  
Standards, page 10**



# Unwrapping & Unpacking Standards





# Vertical Progression

**B.E.S.T. ELA  
Standards,  
page 13**

## R.1.2 Theme

ELA.12.R.1.2	Analyze two or more themes and <b>evaluate</b> their development throughout a literary text.
ELA.11.R.1.2	<b>Track and analyze universal themes in literary texts from different times and places.</b>
ELA.10.R.1.2	Analyze <b>and compare</b> universal themes and their development throughout a literary text.
ELA.9.R.1.2	Analyze <b>universal themes</b> and their development throughout a literary text.
ELA.8.R.1.2	<b>Analyze</b> two or more themes and their development throughout a literary text.
ELA.7.R.1.2	<b>Compare two or more</b> themes and their development throughout a literary text.
ELA.6.R.1.2	<b>Analyze</b> the development of stated or implied theme(s) throughout a literary text.
ELA.5.R.1.2	Explain the <b>development of</b> stated or implied theme(s) <b>throughout a literary text.</b>
ELA.4.R.1.2	Explain a <b>stated or implied</b> theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	<b>Explain</b> a theme and <b>how it develops, using details,</b> in a literary text.
ELA.2.R.1.2	Identify and explain a <b>theme</b> of a literary text.
ELA.1.R.1.2	<b>Identify and explain the moral</b> of a story.

**This benchmark is not present in kindergarten.**

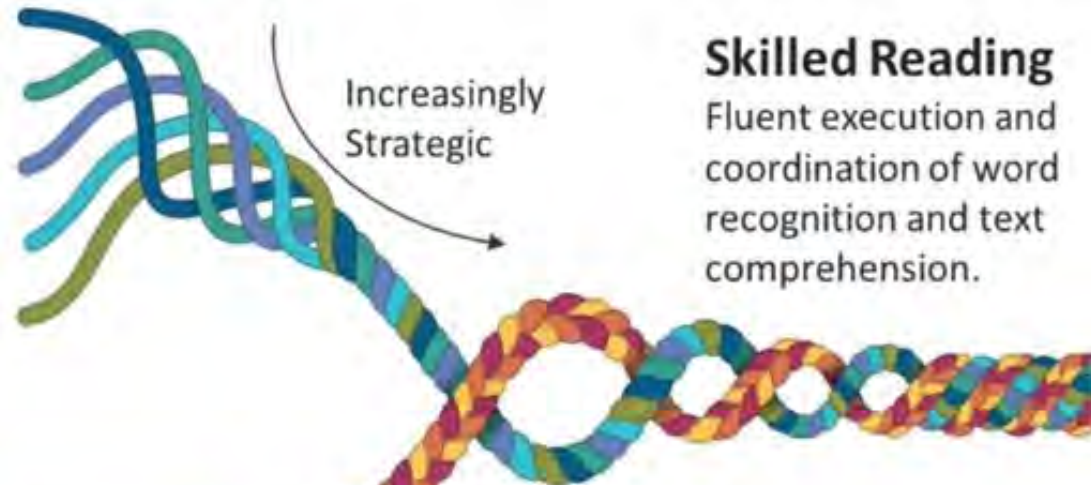
**How  
can the  
LLT  
ensure  
learning  
across  
grade  
levels?**



# The Science of Reading

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# Stacking Benchmarks

## **Definition:**

A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson.

What are the desired outcomes?

Which benchmarks will help my students reach the desired outcomes?

Which ELA expectations will support the learning?



# Stacking Rationale

Florida's B.E.S.T. ELA Standards are built on the following premises:

- ✓ ELA is not a discrete set of skills, but a **rich discipline** with meaningful, **significant content**.
- ✓ The standards are **clear** and **concise** so they are easily understood.
- ✓ The **texts** students read are **meaningful** and **thought-provoking**.
- ✓ Standards should **not stand alone** as a separate focus for instruction, but should be **combined purposefully**.





## LLTs in Action

Scenario: In the LLT Meeting at Anyview Elementary, Principal Edgars explains that during her recent literacy walkthrough, she noticed that many teachers are spending too much time on one benchmark at a time, and she is concerned that students will not be able to receive the necessary instruction for all benchmarks.

**How might LLTs use the B.E.S.T. ELA Standards Study to inform decisions in the scenario?**



Record your answers in Jamboard at the following link: <https://bit.ly/3biXlrd>





# B.E.S.T. ELA Standards Study Sessions



## Optional Breakdown for Elementary B.E.S.T. ELA Standards Study in 30-Minute Increments



Session	Area(s) of Focus	Sections & Pages	Date	✓
1	Introduction & Foundation for ELA B.E.S.T. Standards	Introduction, <b>pages 5-7</b>		
2	Design of Standards & Organization	Introduction, <b>pages 7-9</b>		
3	Standards Map	Standards Map, <b>page 10</b>		
4	Progression of Foundations Benchmarks	Progression of Foundational Benchmarks, <b>pages 11-12</b>		
5	<u>Spiraled Standard Progression:</u> Literary Elements, Theme, Perspective & Point of View, Poetry, Structure, Central Idea, Author's Purpose, and Argument	<u>Spiraled Standards in Vertical Progression:</u> Reading Prose & Poetry and Reading Informational Text, <b>pages 13-16</b>		







# Effective Instruction

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Publications

**Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade***

The Regional Educational Laboratory (REL) Southeast developed a Professional Learning Community (PLC) Facilitators Guide to support educators in the implementation of recommendations from the What Works Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#). The practice guide focuses on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. The practice guide, developed by a panel of experts comprised of researchers and practitioners, presents four recommendations that educators can use to improve literacy skills in the early grades.

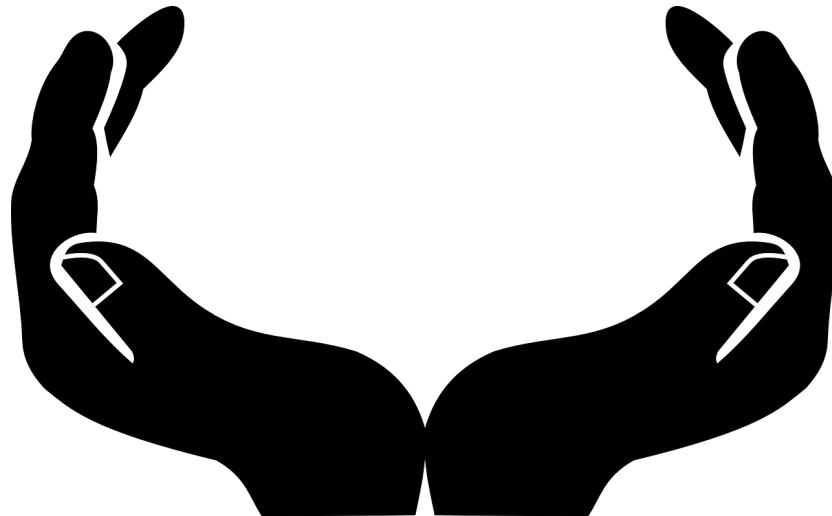
## IES Practice Guides for PLCs





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# Systems of Support



# Implementation Science & B.E.S.T. ELA Standards



# Systems of Support

## Your LLT





# Systems of Support

The Florida Department of Education  
Regional & National Organizations  
Higher Education Institutions



National Council of  
Teachers of English



**WIDA**™

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Center





# Community Partnerships



# Building Community Partnerships

## Brainstorming Engagement: Identifying Community Partnerships

What can you do to  
engage your community  
stakeholders?





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# A Healthy LLT



# Maintaining a Healthy LLT



# Shared Instructional Leadership

“Leadership cannot be successful with a single, heroic leader; rather, the leader must consider how to cultivate relationships so that all teachers, administrators and parents work together to improve student outcomes.”

Katzenmeyer, M., & Moller, G. (2009) *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*. Thousand Oak, CA: Corwin.



# Core Questions for Reflection and Change

LLTs must ask some core questions about the teaching and learning occurring throughout the school:

## ✓ Reflection for Maintaining a Healthy LLT ✓

Questions for Reflection	Evidence	Next Steps	Notes
What is it like to be learning to read and write at this school?			
How are the students feeling about literacy and literacy instruction?			
Are students engaged throughout the literacy block?			
Are students experiencing meaningful learning experiences?			







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# Resources & Reflection



# Innovative Ideas

Consider today's tools . . .

What is one action step you have planned for the school year?



# Questions & Closing Thoughts



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