

Leading for Literacy: Building and Effective Schoolwide System of Support

NAESP Lead for Literacy Series – Session 1
September 8, 2020



The research reported here is funded by awards to the Lead for Literacy Center from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H326L18002). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. Copyright © 2019 Lead for Literacy.

leadforliteracy.org Facebook: @leadforliteracy Twitter: @leadforliteracy

Presenters:



Jess Surles
PD and TA
Coach
UO



Lana Santoro
Co-Principal
Investigator



Lauren Artzi
PD and TA
Coach
AIR

International Literacy Day



<https://www.un.org/en/observances/literacy-day>

NAESP Web Series: Virtual Sessions

September 8, 2020

- **Virtual Session 1: Leading for Literacy: Building an Effective Schoolwide Multi-tiered System of Support for Reading**



November 19, 2020

- **Virtual Session 2: Leading for Literacy: Diving Into Assessment**



January 7, 2021

- **Virtual Session 3: Leading for Literacy: Supporting Early Literacy (PreK-3)**



April 1, 2021

- **Virtual Session 4: Leading for Literacy: Promoting Code-based and Meaning-level Literacy Skills in Early Elementary School**



June 3, 2020

- **Virtual Session 5: Leading for Literacy: Establishing and Facilitating Professional Development Structures**



Our Core Team

L4L Executive Leadership

- Hank Fien, Director
- Allison Gandhi, Deputy Director
- Nancy Nelson, Co-Principal Investigator
- Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance

- Lana Santoro, Lead
- Carol Dissen
- Lauren Artzi
- David Fainstein
- Abby Foley
- Ursula Hill
- Jennifer Pierce
- Jess Surles

Dissemination

- Brian Gearin, Lead
- Abby Foley
- Kimberly Griggs
- Anna Ingram
- Lauren Rosenbauer

Other Project Support

- Senior Advisor: Stephanie Jackson
- Administrative Support: Anna Ingram



Partners



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

Institutional Collaboration



OSEP

Office of Special Education Programs



Working Assumptions



Everyone has wisdom and we need it!



This is a space of mutual learning



Everyone's time is valuable



These are exceptional times – flexibility and empathy are important



Norms



Active listening & engagement



Start and end on time



Questions? Use the chat (we'll have someone monitoring) & we'll address common questions during pause & process times!



Cameras: Off until breakout sessions

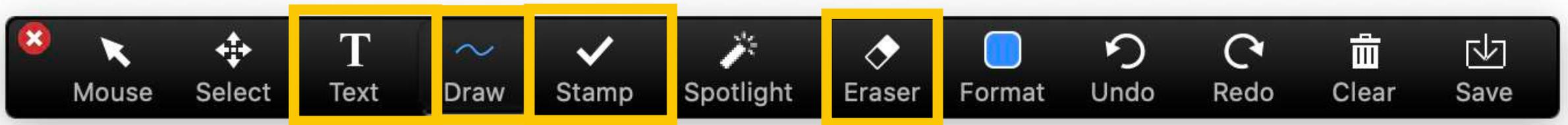


Audio: Muted during presentations (you can unmute to share during activities/breakouts!)

Tips for Using Zoom Features

- Annotate with text box
- Annotate with stamps
- Mark using draw
- Clear to erase all

Need support?
Send Chat
Message to
Lauren Artzi





United States of America
— State Boundary
0 300 KM
0 300 Miles
© 2018 Geology.com



Who's Here?



District Leadership

School Principal or Assistant Principal

School Coach/Facilitator

Teacher

Paraprofessional

Specialist

Consultant

Local Educational Agency Personnel

Today's Agenda

- What is the Lead for Literacy Center?
- What do school leaders need to know & do to be effective literacy leaders?
 1. Standards, Priorities, and Goals
 2. Administration, Organization, and Communication
 3. Instruction and Intervention
 4. Assessment
 5. Professional Development
- Available Resources
- Questions and Answers

Learning Outcomes

- **Learn about the five elements of the Lead for Literacy Center's Framework** and how each element contributes to an effective, schoolwide multi-tiered system of support.
- **Access web-based tools and resources** to support implementation of evidence-based literacy practices by school staff and students.
- **Engage in application activities** aligned with the Lead for Literacy Center's Framework.

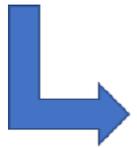
What is the Lead for Literacy
(L4L) Center?

What is L4L's Purpose?

To provide ***technical assistance*** (TA) for ***school leaders*** on instructional content and leadership skills to ***improve teacher implementation of evidence-based literacy practices*** and literacy skills of ***students with, or at risk for, literacy-related disabilities.***

Who does the Center target?

- LEAs and school leaders who support teachers in implementing evidence-based literacy practices



Teachers who work with these students to improve their capacity to implement with fidelity evidence-based literacy practices



Students who are at risk of not attaining full literacy skills due to a literacy-related disability

- Regional TA centers as levers of change and sustained implementation

What does the L4L Center focus on?

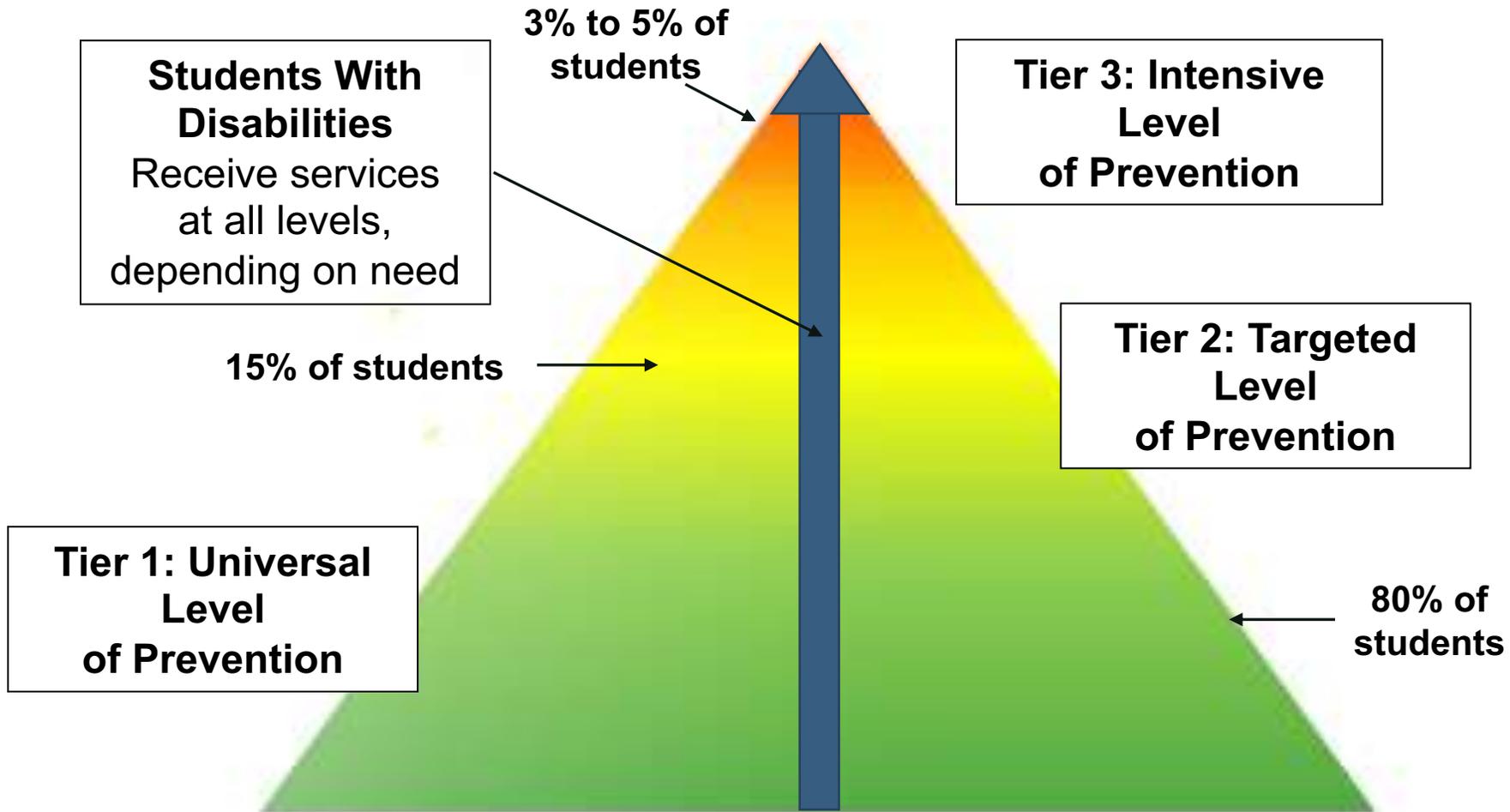
- “Evidence-based” ...
 - Literacy skills and concepts
 - Leadership skills

Building capacity for leaders to *recognize* evidence-based literacy practices and to *facilitate their implementation* through identifying and supporting instruction and intervention programming and professional development, including coaching.

Center Activities

- Universal TA
 - **What:** Website, tools, documents, instructional modules, webinars, conference presentations or half-day workshops
 - **Purpose:** to increase awareness of Center activities and resources, EBPs and L4L framework elements
- Targeted TA
 - **What:** 3 full day training institutes, or 6 2.5-hour virtual sessions, for school-based leadership teams; region- or state-
 - **Purpose:** to increase awareness of EBPs and L4L framework elements, and build readiness for implementation
- Intensive TA
 - **What:** Onsite coaching to school-building leaders in select LEAs (Years 3-5)
 - **Purpose:** to increase capacity to lead and facilitate implementation of EBPs in literacy

Provides a structure of support for All students including students with disabilities!



Lead for Literacy Framework Elements

Standards, Priorities,
and Goals



Administration,
Organization, and
Communication



Assessments



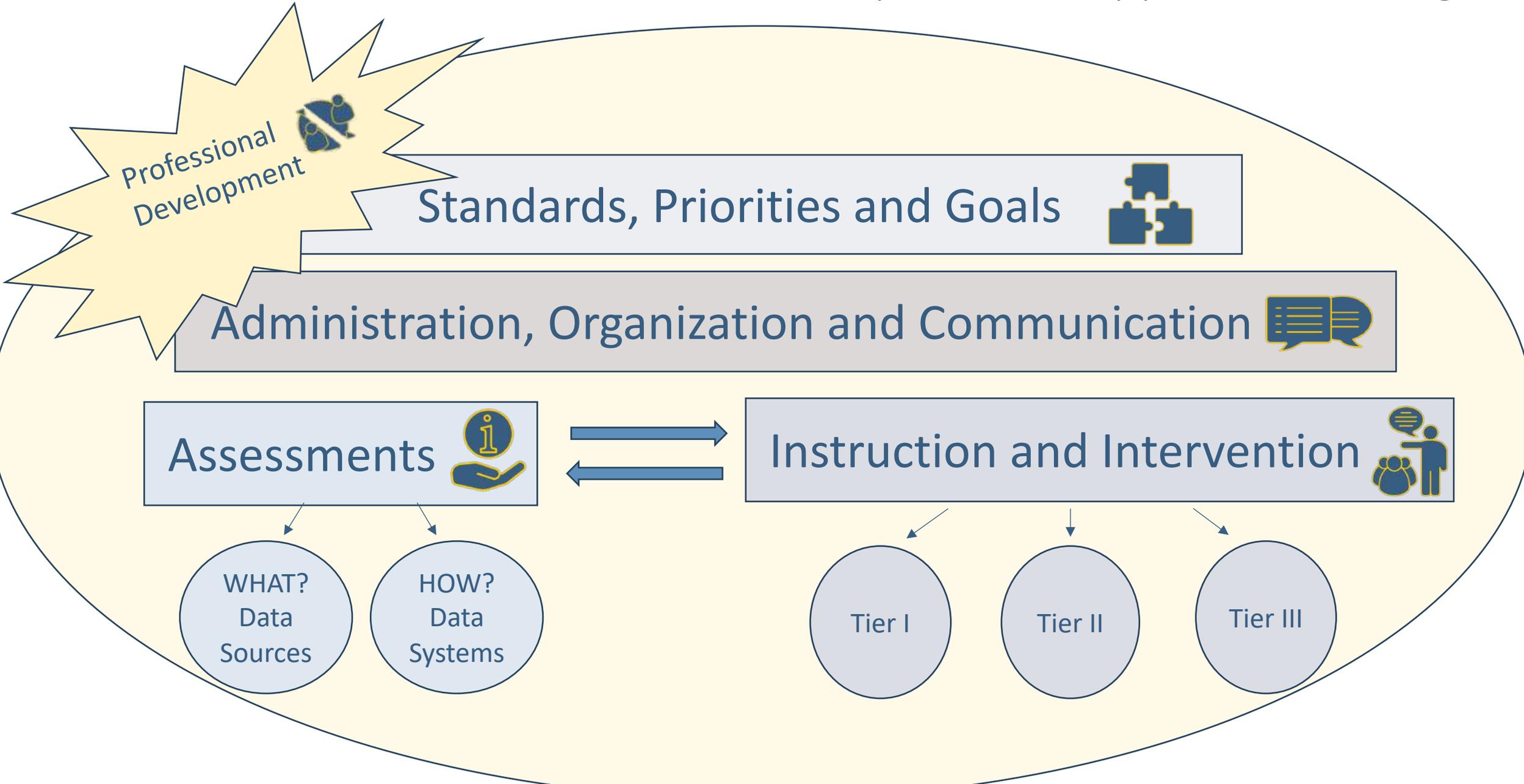
Instruction and
Intervention (Tiers 1,
2, 3)



Professional
Development & Job
Embedded
Collaborative Learning



Elements of an Effective Multi-Tiered System of Support in Reading



Which Element(s) from the L4L Framework would you like to learn more about?

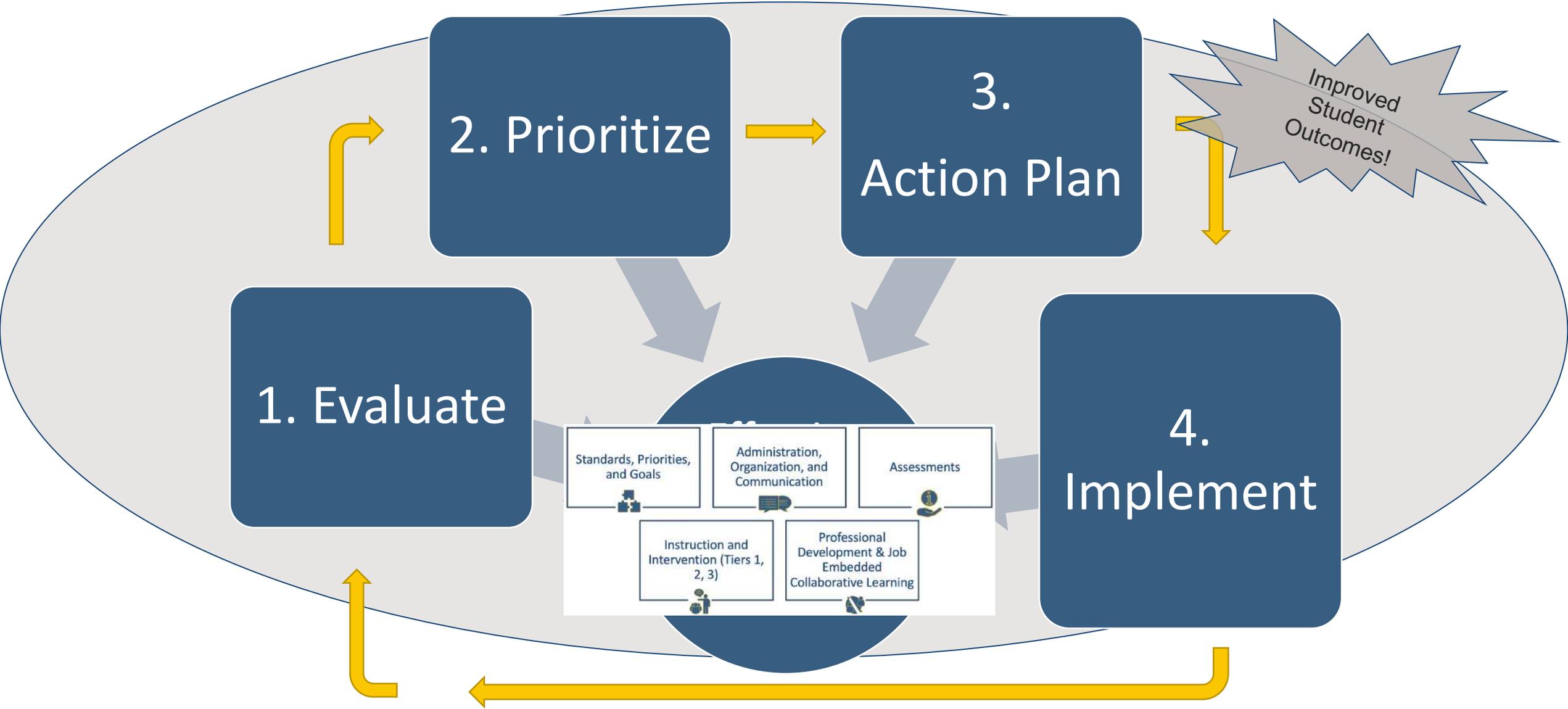
L4L Framework Element	Indicate by Stamping 	Why do you want to learn more about this L4L Framework Element? 
1. Goals and Standards		
2. Administration, Organization, Communication		
3. Instruction and Intervention		
4. Assessment		
5. Professional Development and Job-Embedded Learning		

What do School Leaders Need to
Know & Do to be Effective *Literacy*
Leaders?

What Do Literacy Leaders Need to Know?

- **What students need to be successful readers**
- **How to support teachers with implementing evidence-based literacy practices**
- **How to evaluate, improve, monitor and sustain an effective multi-tiered system of support in reading**

Establish a Process for Implementing an Effective Schoolwide Reading Model



Strategies for Success

Create a culture of continuous improvement:

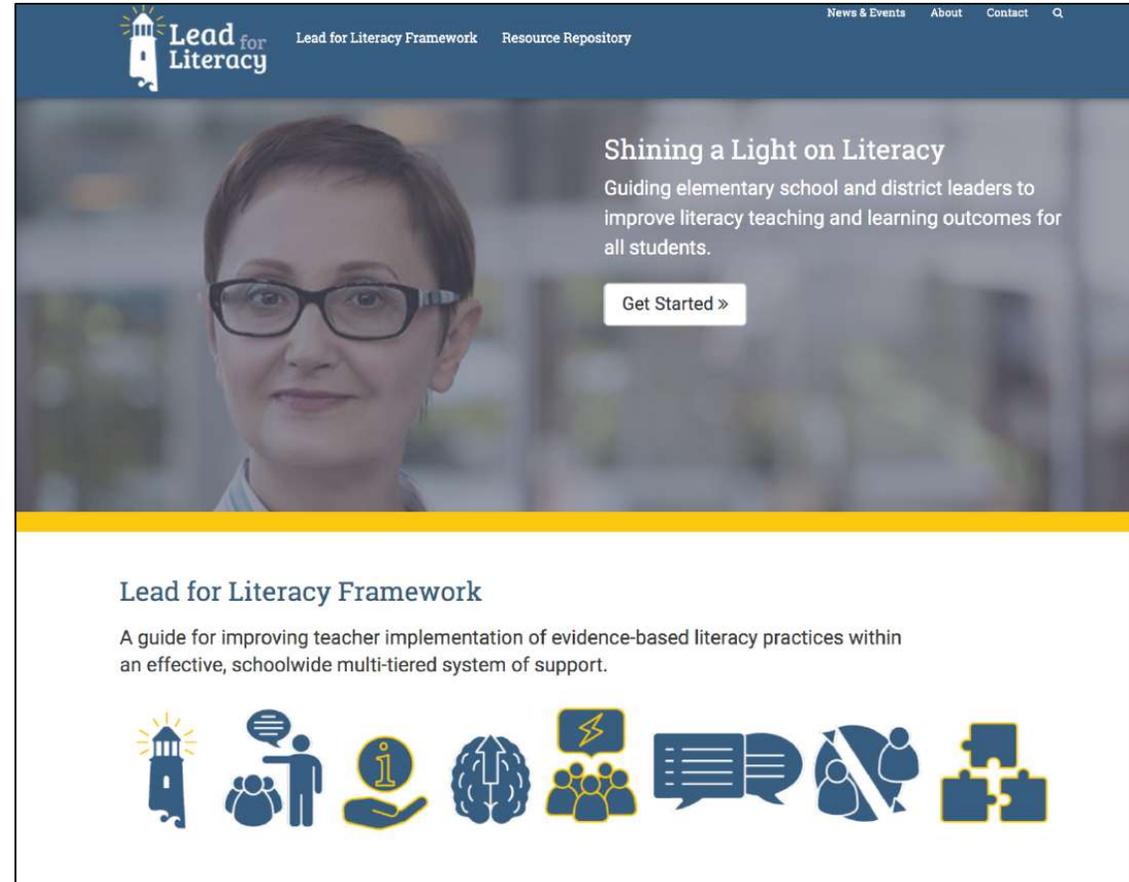
“The last piece of advice I would give to an administrator would be to never be satisfied with your school or district’s current level of performance. **There is always room for improvement!** An effective administrator **continuously** works with staff to **reflect on the successful implementation of MTSS** and **how to make the system even more efficient and effective for students.**”

~Paul Elery Principal Harvard Elementary School / Franklin Pierce School District

Where Can Literacy Leaders Go For Support?

Lead for Literacy Website

<https://leadforliteracy.org/>



Pause and Process



Lead for Literacy Framework Elements

Standards, Priorities, and Goals

This framework element identifies and discusses the standards, priorities, and goals that ground schoolwide reading and MTSS-R implementation.

Topics include—



Create the Mission and Vision for the Work

- What is the work that you are trying to implement and why is this work important to you and others you work with?
- How will you create a culture and expectations that support the mission and vision?

Four Simple Questions

1. Who cares about this issue and why?

Answering this question permits leaders to think beyond their personal and/or professional role to develop a big picture of the issue in practice.

Who cares?	Why do they care?

DEFINING OUR CORE

We are _____

who are united in _____

To accomplish this we _____

We know we are having an impact when _____

Leading by Convening: A Blueprint for Authentic Engagement
© 2014 IDEA Partners

[Leading by Convening](#)

For Example: Creating a Virtual Learning Plan

- Easterly Parkway Elementary School, State College PA
 - **Formed a team** with district representatives (including someone with strong technology experience), school leaders, classroom teachers, interventionists
 - **Created a website** with information for parents and access to recorded lessons
 - **Created a multi-tiered system of support plan** for Tier 1 and Tier 2 instruction (including virtual groups, recorded lessons, live lessons, size of groups, etc.)
 - **Developed a plan for gathering data**, and how they would use that data to differentiate virtual instruction.

“The ECRI summer team wanted me to share some data with you about our progress. We have continued to provide ECRI to students about an hour a day for the past 6 weeks. WOOOOOOO!”

– Director of Special Programs

Align with Other Work Underway

- When assessing readiness to implement consider how this work connects to other efforts.
 - **For example:** How will the implementation of intensive intervention using DBI connect to our MTSS implementation? Our efforts to address the Endrew Supreme Court decision? Our efforts to address dyslexia legislation?
- Determine whether there are resources, supports, learning that can be leveraged.

It is just one more thing

Administration, Organization, and Communication

This framework element identifies and discusses strong instructional leadership methods to maintain a focus on high-quality reading instruction.

Topics include—



READING KNOWLEDGE
BASE



READING SYSTEMS
IMPLEMENTATION



SCHOOL
IMPLEMENTATION TEAM



COHERENT MASTER
SCHEDULE



HIGH-QUALITY STAFF AND
RESOURCES



LEADERSHIP PRESENCE



FAMILY COMMUNICATION
AND ENGAGEMENT

Diversify Leadership Roles

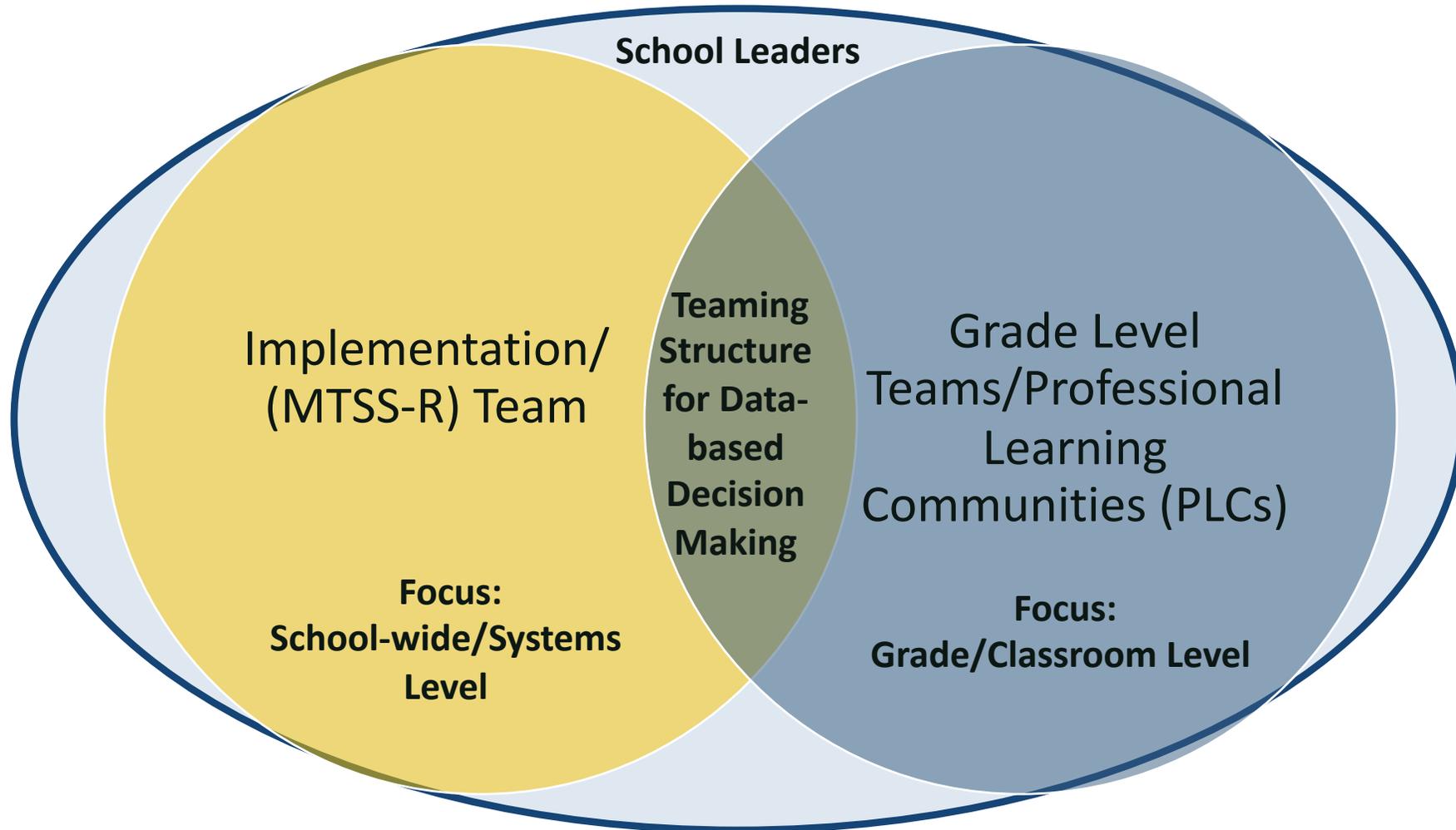
Engaging others as leaders in the work:

- Generates buy-in
- Improves the likelihood of sustainability
- Helps to address turnover so the work is not dependent on one person

“Everyone is a leader, Everyone is a learner”

-Leading by Convening

Importance of Teams



Lead for Literacy Resource Repository

- <https://leadforliteracy.org/resource-repository>
- Curated repository made just for district/school literacy leaders
- Websites, tools, videos, guides, activities, and more!
- Search by L4L framework element

Filter Resources

Search
Teams

+ By Framework Element

- Standards, Priorities, and Goals
- Administration, Organization, and Communication
- Assessments
- Instruction and Intervention
- Professional Development and Job-Embedded Collaborative Learning

+ By Resource Type

- Activity
- Article
- Document
- Guide
- Infographic
- Presentation
- Self-paced Module
- Tool
- Video
- Webinar

4 Results

DBI Professional Learning Series ⓘ
Source: National Center on Intensive Intervention (NCII)
This series of professional learning modules are intended to assist district or school teams involved in initial planning or implementation of data-based individualization (DBI) as a framework for providing intensive intervention in reading.
Professional Development and Job-Embedded Collaborative Learning ⓘ

Motivate Students: Schoolwide Reading Environment Inventory ⓘ
Source: Doing What Works
This inventory helps building-level leadership teams or principals examine a school's progress toward establishing an engaging schoolwide reading environment.
Standards, Priorities, and Goals ⓘ

Screening Implementation Self-Assessment ⓘ
Source: Doing What Works
Building-level leadership teams or school administrators can use this tool to assess the level of implementation and quality of screening programs.
Administration, Organization, and Communication / Assessments ⓘ

Tools to Support Intensive Intervention Data Team Meetings ⓘ
Source: National Center on Intensive Intervention (NCII)
A series of tools to help school MTSS teams establish efficient and effective individual student data meetings.
Assessments / Instruction and Intervention / Administration, Organization, and Communication ⓘ

Pause and Process



Break Out Session #1: Reflection

In breakout groups:

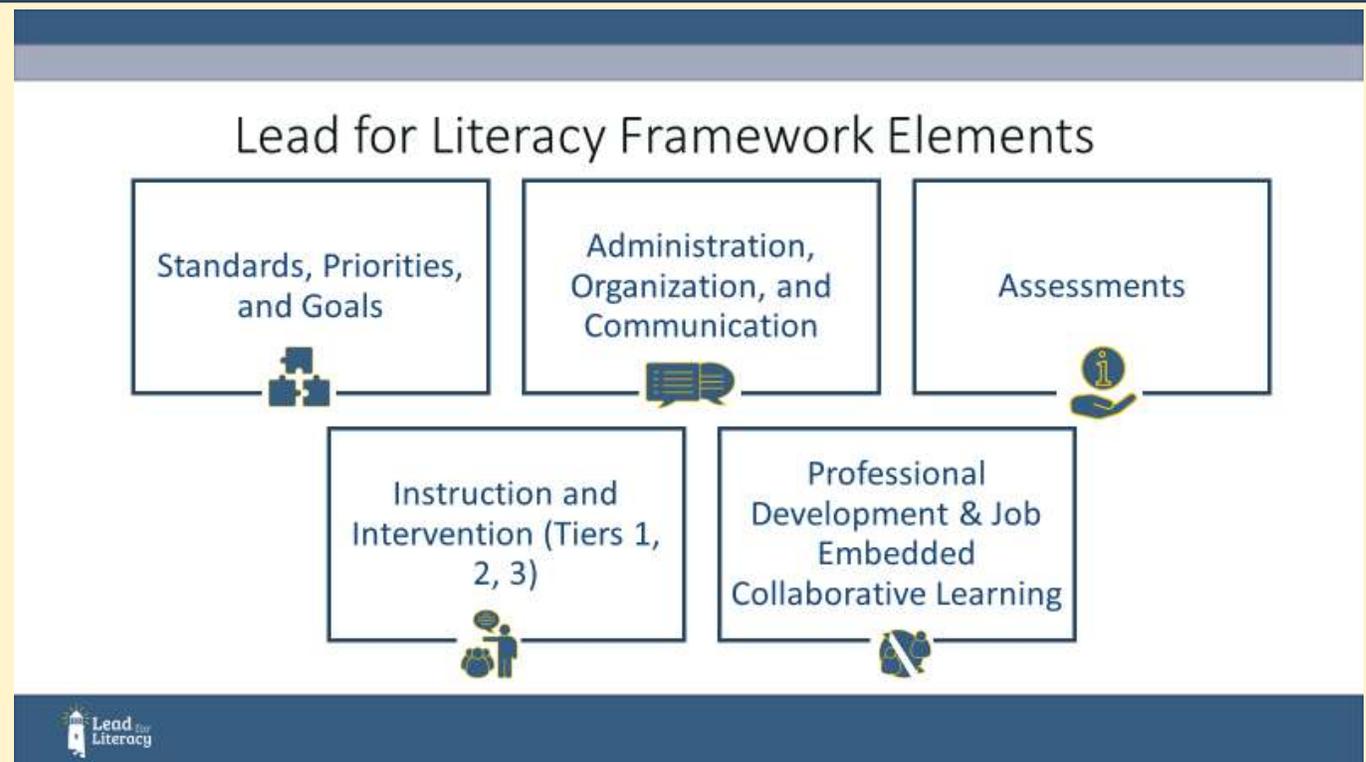
- (1) Discuss the specific challenges you anticipate this school year
- (2) Which element from the L4L Framework will require the most attention/support?**
- (3) Share any helpful resources you discovered on the L4L website.

1. Turn your mic and camera on.
2. Take turns introducing yourselves.
3. Choose someone to help facilitate the conversation.
4. Record any notes from the breakout session to share with the whole group.
5. Have fun sharing thoughts and gaining tips and ideas!

Challenges:



**L4L Framework Element that
Requires More Attention/Support**



Instruction and Intervention

This framework element identifies and discusses evidence-based instructional practices for teaching reading to a full range of learners across and within tiers of a multi-tiered system of support.

Topics include—



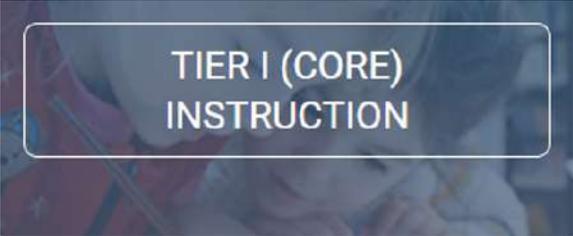
INSTRUCTIONAL TIME



INSTRUCTIONAL QUALITY



INSTRUCTIONAL
ADJUSTMENTS



TIER I (CORE)
INSTRUCTION

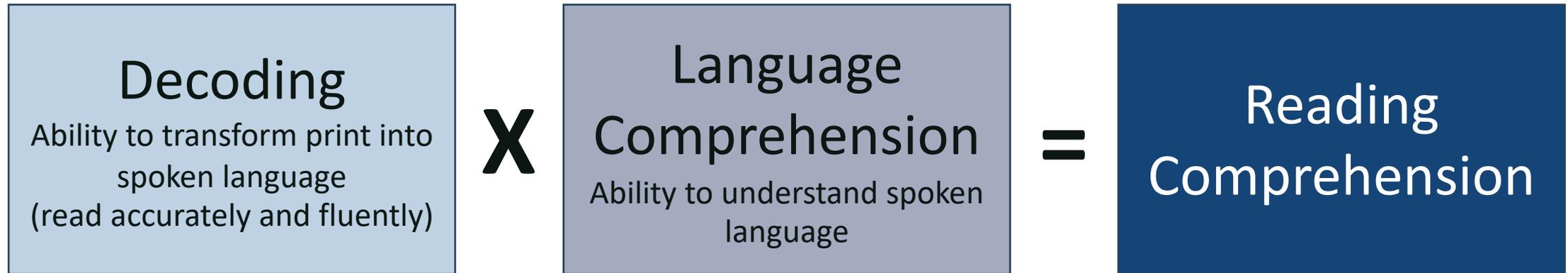


TIER II (INTERVENTION)
INSTRUCTION



TIER III (INTENSIFIED
INTERVENTION)
INSTRUCTION

The Simple View of Reading



(Gough and Tunmer, 1986)

Decoding

X

**Language
Comprehension**

$$D \times LC = RC$$

**Decoding
Skills**

Print Concepts

Understand the organization
and basic features of print.

**Fluency
(accuracy, rate,
expression)**

Read with sufficient
accuracy & fluency to
support comprehension

**Phonological
Awareness**

Demonstrate understanding
of spoken words, syllables,
and sounds (phonemes).

**Phonics &
Word
Recognition**

Know and apply grade-level
phonics and word analysis
skills in decoding words.

**Word
Knowledge
(sight vocabulary)**

Instant and effortless access
to all, or almost all,
words read.

Decoding

X

**Language
Comprehension**

$$D \times LC = RC$$

**Inferential
Language Skills**

Ability to infer information
that is not provided
in the text.

**Literal
Comprehension
Skills**

Ability to answer literal, text-
dependent questions.

**Academic
Language
Skills**

Formal communication
structure and words
common in books & school.

**Narrative
Language Skills**

Ability to clearly relate a
series of events.

**Background
Knowledge**

Possesses general and topic-
specific background
knowledge.

**Academic
Vocabulary**

Ability to comprehend and
use words in academic
reading, writing, speaking &
listening

Essential Components of Reading Instruction

The ability to connect letters with their sounds to read and write

The ability to hear and manipulate sounds in spoken words; understand words are made of speech sounds

Comprehension is the active and intentional thinking in which meaning is constructed between the text and the reader.



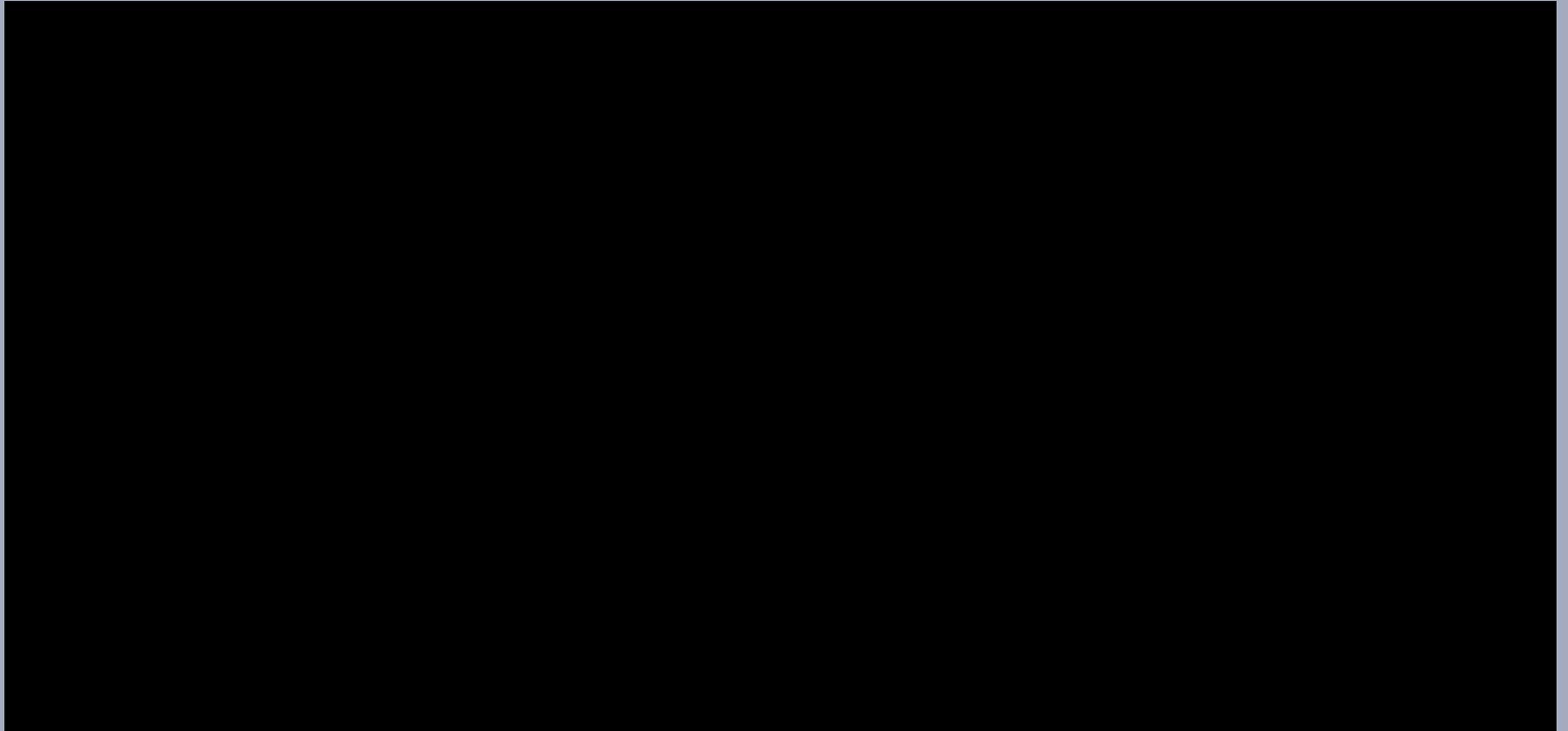
Accuracy is reading words correctly. Fluency is reading words with no noticeable cognitive or mental effort.

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge.

Video Example: Five Areas of Reading Instruction



Video Example: Remote Reading Instruction



Instructional Quality: Explicit and Systematic

ex•plic•it

- stated clearly and in detail, leaving no room for confusion or doubt.

sys•tem•at•ic

- having, showing, or involving a system, method, or plan.

in•struc•tion

- the act or practice of teaching.

Features of Explicit Instruction

- Lesson Explanations/Objectives
- Models
- Student Participation and Engagement
- Appropriate Lesson Pacing
- Error Corrections
- Checks for Understanding

Video Example of Remote Learning

Skills taught in Lesson	Student Engagement	Pacing and Support	Error Corrections
(e.g., phoneme blending, etc.)	(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)	(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)	(e.g., providing corrective feedback, etc.)

Resource: University of Florida Literacy Institute

UFLI Virtual Teaching Resource Hub

Instructional Activities

The instructional activities found in the links below are designed to promote the development of strong foundational literacy skills. Which ones you select will be determined by the following factors:

- Your school's scope and sequence of skills. If your school doesn't have a scope and sequence, [click here](#) to download ours.
- Your students' skill level
- Whether the concept is being introduced or reviewed

[Click here](#) for a glossary of terms used in the activities.

Phonemic
Awareness

Phoneme-
Grapheme
Correspondences

Decoding and
Encoding

Irregular and High
Frequency Words

Connected Text

Writing

Tips for Lesson Structure (including templates and sample lessons)

- Instructional Activities
- Managing attention and behavior
- Tech tools and tips (including support for Google Meets, Zoom and MS Teams)

Resource: University of Florida Literacy Institute



University of Florida
Literacy Institute

Elkonin Boxes
Sample Video

Video Example of Remote Learning

Skills taught in Lesson	Student Engagement	Pacing and Support	Error Corrections
(e.g., phoneme blending, etc.)	(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)	(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)	(e.g., providing corrective feedback, etc.)

Break Out Session #2: Instruction Look-fors

In breakout groups:

- (1) Discuss the video look-fors: Skills Taught, Student Engagement, Pacing and Support, Error Corrections.
- (2) How can you support staff in the use of these practices to enhance literacy instruction?

1. Turn your mic and camera on.
2. Take turns introducing yourselves.
3. Choose someone to help facilitate the conversation.
4. Record any notes from the breakout session to share with the whole group.
5. Have fun sharing thoughts and gaining tips and ideas!

Video Example of Remote Learning

Skills taught in Lesson	Student Engagement	Pacing and Support	Error Corrections
(e.g., phoneme blending, etc.)	(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)	(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)	(e.g., providing corrective feedback, etc.)

Resource: Small Group Reading Instruction at a Distance

Children are getting repeated opportunities to connect sound and spelling.

oi or not?

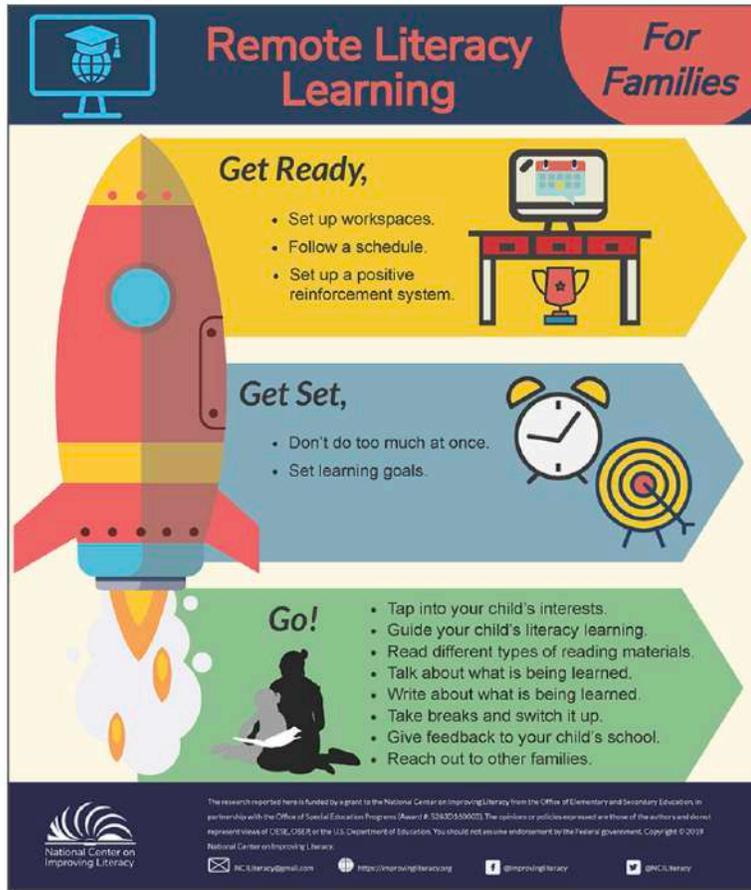
Video call participants: Faith, A. Benge; ebie; Shannon Scott; Ashli Spear

Zoom controls: Mute, Video Mute, Turn Off, Participants, Full Screen, New Window, Raise Hand, Announce, Remote Control, More

Nell Duke, University of Michigan

https://www.youtube.com/watch?v=hNHlmv_iKEM

Resource: National Center on Improving Literacy (NCIL)



Remote Literacy Learning For Families

Get Ready,

- Set up workspaces.
- Follow a schedule.
- Set up a positive reinforcement system.

Get Set,

- Don't do too much at once.
- Set learning goals.

Go!

- Tap into your child's interests.
- Guide your child's literacy learning.
- Read different types of reading materials.
- Talk about what is being learned.
- Write about what is being learned.
- Take breaks and switch it up.
- Give feedback to your child's school.
- Reach out to other families.

The research reported herein is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5203050002). The opinions or policies expressed are those of the authors and do not represent those of OESL, OSEP or the U.S. Department of Education. You should not assume endorsement by the federal government. Copyright © 2019 National Center on Improving Literacy.

National Center on Improving Literacy
NCILiteracy@gmail.com | <http://improvingliteracy.org> | @improvingliteracy | @NCILiteracy



Remote Literacy Learning For Teachers

Get Ready,

- Plan remote literacy learning carefully.
- Communicate with families and students about literacy learning often and in various ways.
- Prepare staff, families, and students to use technologies for literacy learning.
- Consider the processing practices students need for reading and researching online.

Get Set,

- Design equitable literacy learning opportunities.
- Integrate content area learning into literacy instruction.
- Set literacy learning goals.

Go!

- Deliver literacy learning opportunities in various ways.
- Make literacy instruction interactive.
- Suggest simple and flexible literacy activities.
- Provide structured guidance for literacy learning.

The research reported herein is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5203050002). The opinions or policies expressed are those of the authors and do not represent those of OESL, OSEP or the U.S. Department of Education. You should not assume endorsement by the federal government. Copyright © 2019 National Center on Improving Literacy.

National Center on Improving Literacy
NCILiteracy@gmail.com | <http://improvingliteracy.org> | @improvingliteracy | @NCILiteracy

NCIL Remote Literacy Learning Briefs

<https://improvingliteracy.org/brief>

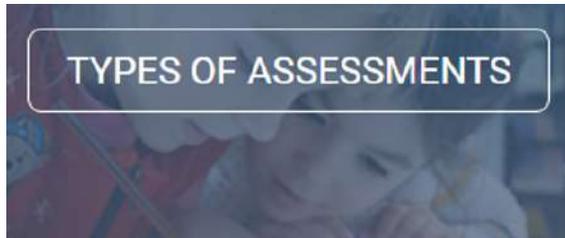
Distance Learning: COVID-19

“Online education represents a **“fundamental change [in] the relationship** that students, teachers, parents, and the community have with their educational institutions and with one another” and optimally **involves a deep investment of professional learning** to develop excellent online instructors.

Assessments

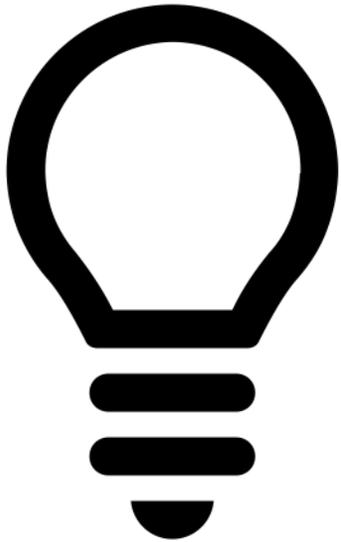
This framework element identifies and discusses how assessments and assessment systems inform schoolwide reading and MTSS-R implementation.

Topics include—



What it Means to Assess

There is no sense in collecting data if you are not going to use it.



While we seek the most rigorous and relevant assessment system possible, it is crucial to remember that **each minute a child spends on assessment is a minute away from instruction.** We must be wise and efficient in our assessment implementation.

Comprehensive Assessment System

Use **multiple data sources** to inform an ecological perspective:

Assessment Type	Purpose	Important Question(s)
Screening	Identify students at risk for poor learning outcomes	Is the student sufficiently different from their peers?

Questions for Assessment Implementation

- Is there a team-based decision-making process for:
 - Assessment selection?
 - Schoolwide protocols for administration and interpretation?
 - Reporting out results to staff and parents?
- Is there a school-wide understanding of the purpose of literacy screening/PM?
- Are we using multiple types of assessment concurrently (e.g., screening, progress monitoring, and diagnostic)?
- Do we intend to screen at least 3 times per year?
- Are we monitoring the progress of students who have challenges in literacy skill acquisition?

Assessment in a Virtual Context

- Standardized assessments *can* be administered in a virtual environment; however, schools are behooved to **follow guidelines from the vendor/author on remote assessment closely**
 - It is recommended that you **only** select assessments where the vendor/author has **clarified all adaptations** for a virtual setting
- It may be most appropriate to assess with **brief, standardized tools** (e.g., curriculum-based measures or mastery measures)
- We want to **compare apples to apples**; that is, testing remotely in Fall, but in-person in Spring may be an unfair basis for comparison

Considerations for Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings

Leveraging Existing Systems and Tools

If you are working from a school system that already has routines and practices in place for screening and progress monitoring, as a team consider these questions when deciding how to administer in a distance/virtual setting.

Considerations	Notes
Is the current screening/progress monitoring tool suitable for remote administration? <ul style="list-style-type: none"> What, if any, guidance is available from the publisher regarding remote administration? Some guidance may be available from NCII's Virtual Administration FAQs here 	
How can we most closely replicate our typical, in school, screening/progress monitoring practices in a remote setting? <ul style="list-style-type: none"> What adjustments need to be made? 	
How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?	
How will we assess students who may not have access to technology?	
What procedures will need to be in place to ensure the process yields valid, reliable, and actionable data?	
How and what data will be recorded and shared?	

Video Examples:

Below are examples of a school district in Oregon piloting two formats for screening all second-grade students with a Passage Reading Fluency.

- [Utilizing Zoom Breakout Rooms to Support 1:1 Administration with Multiple Students and Assessors](#)
- [Administering Reading Passage Fluency using Screen Share in Action](#)

For more information about these considerations and how this Oregon team created their plan see the related materials.

Resource: NCII Considerations for Virtual Assessments

<https://intensiveintervention.org/resource/maintaining-screening-and-progress-monitoring-practices-virtual-settings>

Example: Assessment in a Virtual Context



Assessing Students in a Virtual Setting:

Conducting Reading Fluency Screening
with Second Grade Students

An example of how to conduct a reading assessment
virtually using screen share

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research

Sarah Thorud, Elementary Reading Specialist
Clatskanie School District, OR

Remote Assessment Guidance

- [Acadience Fall 2020 Guidance](#)
- [DIBELS Fall 2020 Guidance](#)
- [mCLASS/Amplify Virtual Guidance](#)
- [iReady Fall 2020](#)

Example: DIBELS 8th Home-School Communication

Sample parent communication

Note to send home with testing material packets

Dear [parent/guardian name],

Throughout the school year I meet with students individually to do a brief progress check on their reading skills. This is an informal, low-stakes assessment to see what the student has learned so far and what I still need to teach. We will be doing this next progress check virtually.

Enclosed are testing materials that I will use with your child during our virtual testing session.

Please keep this envelope sealed until our testing session. This will ensure that we can get an accurate understanding of your child's current reading skills and how I can help them this year.

Email to set up testing session

Dear [parent/guardian name],

Throughout the school year I meet with students individually to do a brief progress check on their reading skills. This is an informal, low-stakes assessment to see what the student has learned so far and what I still need to teach. In order to continue this progress check virtually,

I'm requesting a few minutes of your time to set up the technology required for me to meet

one-on-one with

assessment ses

with completi

- Below I

time/d

meetin

- Please set up a quiet space in front of a desktop, laptop, or tablet for your child to meet with me. Earbuds or headphones with a microphone are helpful but not required.
- Use the link in the calendar appointment to connect to the virtual meeting.
- We'll test the audio together and make sure your child can clearly see my screen.
- I may also ask you to print out assessment materials, if this is easy for you to do.
- It is important for the child to complete the assessment without your help to provide me with information about how I can help your child with their reading skills. While it may be tempting, please do not help.
- The meeting should take about 15 minutes.

Thank you in advance for your help!

Sincerely,

[Your name]

Revisiting Flexibility During COVID-19

- We can expect disruptions in typical routines (e.g., data reviews) this school year. Still, as a literacy leader you may want to consider the following priorities:
 - Clear **communication with parents** about which assessments are being administered and how they link with instruction
 - Encouraging teachers to **leverage expertise from the assessment team** on how to use student data to guide instruction
 - Focus on **alterable variables** within the context of in-person, hybrid, or remote instruction.
 - Plan for **flexibility** in assessment cut points; determine a **best fit** for assessment rules and procedures in your local context

Professional Development and Job-embedded Collaborative Learning

This framework element focuses on leadership actions that support professional development activities that are adequate, ongoing, and available to support reading assessment and instruction.

Topics include—



“Get ready because it is **hard work**. Don’t think there is anything in this process that does not challenge your intellect...and professional knowledge. You need a **level of commitment** that even when it gets difficult, you will not sacrifice the time you’ve set aside or the direction that you’ve given in terms of implementation of intervention. This has to be a **priority**... The administrator has to be able and willing to **commit resources**... in order to be able to maintain fidelity to the plan.”

Supporting Implementation of Data-based Individualization: Lessons Learned from NCII’s First Five Years

https://intensiveintervention.org/sites/default/files/NCII_LessonsLearned2.0v2-508.pdf

Leaders as Learners

- Student success is the first priority
- Visible in all student settings
- Participants in the learning process
- Work side-by-side with all staff members

Qualities of Effective Principals

By James H. Stronge, Holly B. Richard and Nancy Catano

Break Out Session #3: Application

Think back on the specific challenges discussed earlier in this session.

In breakout groups-Discuss:

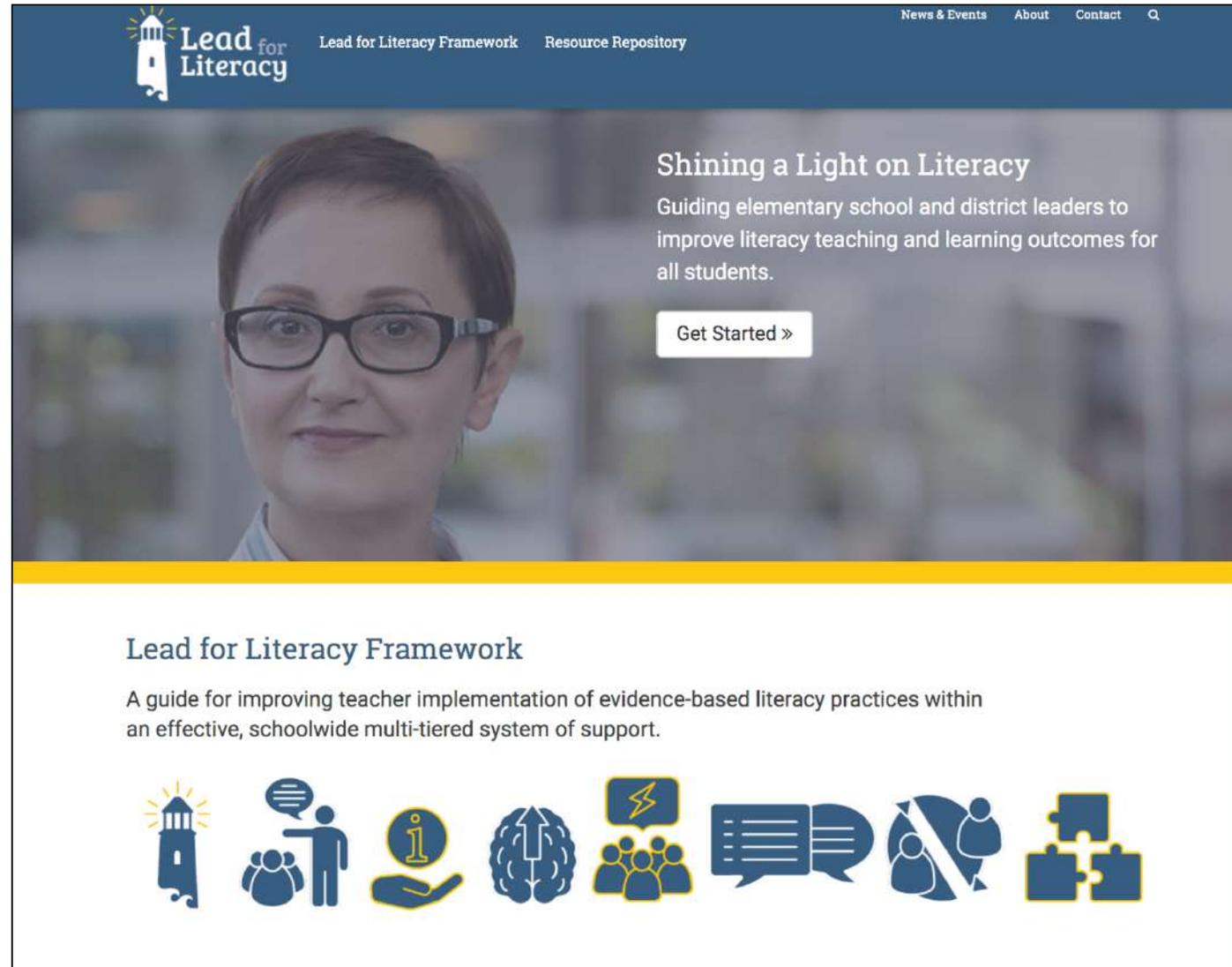
- (1) How can resources from this session help address potential challenges this year?**
- (2) What other information do you need to gather?**
- (3) How can my school staff work as a team to move this work forward?**

1. Turn your mic and camera on.
2. Take turns introducing yourselves.
3. Choose someone to help facilitate the conversation.
4. Record any notes from the breakout session to share with the whole group.
5. Have fun sharing thoughts and gaining tips and ideas!

Available Resources

Lead for Literacy Website

<https://leadforliteracy.org/>



The screenshot shows the homepage of the Lead for Literacy website. At the top, there is a dark blue navigation bar with the 'Lead for Literacy' logo on the left, which includes a lighthouse icon. To the right of the logo are the links 'Lead for Literacy Framework' and 'Resource Repository'. Further right are 'News & Events', 'About', 'Contact', and a search icon. Below the navigation bar is a large hero section with a background image of a woman wearing glasses. On the right side of this section, the text reads 'Shining a Light on Literacy' followed by 'Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.' Below this text is a white button with the text 'Get Started »'. Below the hero section is a yellow horizontal bar. Underneath the bar, the heading 'Lead for Literacy Framework' is displayed. Below the heading is a paragraph: 'A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support.' At the bottom of this section is a row of eight blue icons: a lighthouse, a person with a speech bubble, a hand holding an information icon, a brain, a group of people with a lightning bolt, two speech bubbles, a person with a checkmark, and puzzle pieces.

Explore the Elements: Videos and Viewing Guides



Lead for Literacy Exploring the Elements

Instruction and Intervention: Instructional Time

1. Ensure adequate allocation of _____ and _____

The master schedule should include a _____ minute reading block.

Small Teacher-led Skill Groups and Independent Student Centers _____ minutes each day	+	Whole Group Reading Instruction _____ minutes each day	=	Total Minutes Daily _____ minutes each day
--	---	---	---	---

Instructional Density includes:

- Instructional _____
- _____ Allocation
- Instructional _____

For students at risk for reading failure,

- deliver _____ and _____ instruction.
- provide additional time teaching targeted skills in _____ groups.
- ensure a _____ instructor is providing evidence-based reading instruction.

2. Reading is a schoolwide _____

Time for reading should be _____

UNINTERRUPTED INSTRUCTIONAL TIME		
INTERRUPTION	WHO IS AFFECTED?	ALTERNATE PLAN—WHEN AND/OR HOW?

leadforliteracy.org Facebook: @leadforliteracy Twitter: @leadforliteracy

Resource Repository

- <https://leadforliteracy.org/resource-repository>
- Curated repository made just for district/school literacy leaders
- Websites, tools, videos, guides, activities, and more!
- Search by L4L framework element

The screenshot shows the 'Resource Repository' page. At the top, it says 'Find recommended websites, downloads, and videos from reliable sources.' Below this is a search bar and a 'Filter Resources' section. The filter section has a search box and a '+ By Framework Element' dropdown menu. The dropdown menu is open, showing several options with checkboxes: 'Standards, Priorities and Goals', 'Administration, Organization, and Communication', 'Assessments', 'Instruction and Intervention', and 'Professional Development and Job-Embedded Collaborative Learning'. The 'Instruction and Intervention' option is checked. To the right of the filter section, it says '147 Results'. Below this, there is a preview of a resource titled '10 Key Reading Practices for All Elementary Schools With Strong Evidence of Effectiveness From High-Quality Research'. The preview includes the source 'Meadows Center for Educational Risk/University of Texas at Austin' and a brief description of the document's content. A small icon of a document is visible at the bottom right of the preview.

Resource Repository
Find recommended websites, downloads, and videos from reliable sources.

Filter Resources

Search

+ By Framework Element

- Standards, Priorities and Goals
- Administration, Organization, and Communication
- Assessments
- Instruction and Intervention
- Professional Development and Job-Embedded Collaborative Learning

147 Results

10 Key Reading Practices for All Elementary Schools With Strong Evidence of Effectiveness From High-Quality Research

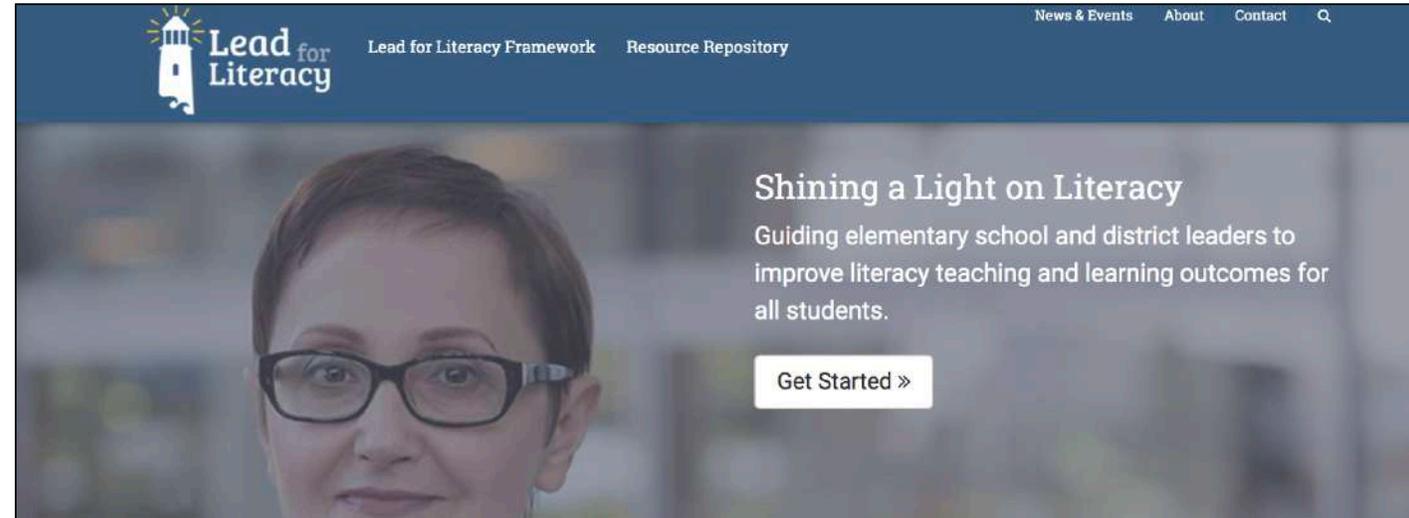
Source: Meadows Center for Educational Risk/University of Texas at Austin

This document distills the latest research findings into 10 easy-to-follow recommendations that states, school districts, and schools can use to improve elementary students' reading outcomes. Also included are descriptions of what students should know and be able to do at the elementary grade levels.

Instruction and Intervention

Newsletter Signup and Social Media

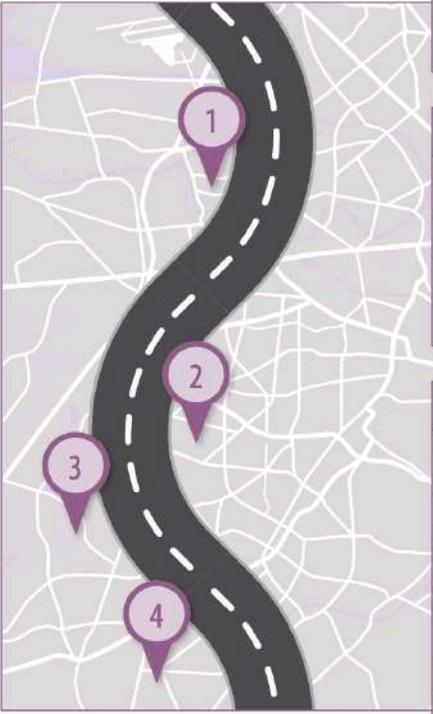
Website: leadforliteracy.org
Facebook: @LeadforLiteracy
Twitter: @leadforliteracy



Resource: Implementing Evidence-Based Literary Instruction (Road Map)

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the eight steps below.



- 1 Understanding evidence-based practices**
 - ▶ Why is evidence-based practice important?
 - ▶ Evidence levels described in the Every Student Succeeds Act (ESSA)
 - ▶ What Works Clearinghouse (WWC) standards of evidence
- 2 Forming an implementation team**
 - ▶ Goals, roles, and responsibilities of an implementation team
 - ▶ Roles and responsibilities of implementation team members at the SEA, LEA, and school levels
- 3 Creating a logic model for implementing & evaluating evidence-based literacy practices**
 - ▶ What is a logic model?
 - ▶ Logic models: A tool for designing and monitoring program evaluations
 - ▶ Education Logic Model (ELM) application
 - ▶ Completed logic model
 - ▶ Blank logic model
- 4 Self-study of readiness for implementing literacy interventions**
 - ▶ Overview of the self-study process, self-study guides, and using data to identify strengths and weaknesses
 - ▶ Summer reading camp self-study guide
 - ▶ Self-study guide for implementing early literacy interventions
 - ▶ Self-study guide for implementing literacy interventions in Grades 3-8
 - ▶ Self-study guide for implementing high school academic interventions
 - ▶ Using computer-adaptive assessments of literacy to monitor the process of English-learner students
 - ▶ Self-study process for LEAs

▶ Video ▶ Infographic ▶ Link ▶ Document

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

▶ Video ▶ Infographic ▶ Link ▶ Document

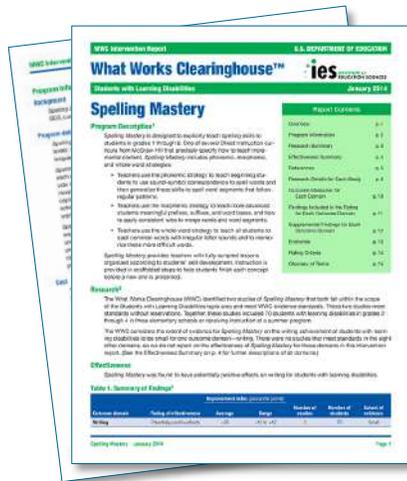


- 5 Selecting evidence-based instructional materials and strategies**
 - ▶ Overview of the WWC, systematic review, and rubric
 - ▶ WWC literacy interventions
 - ▶ WWC literacy practice guides
 - ▶ Systematic review of research on the effectiveness of adolescent literacy programs and practices from the past 20 years (1994–2014)
 - ▶ The relative effectiveness of two approaches to early literacy intervention in grades K–2
 - ▶ Response to Intervention (RtI) in reading grades 1–3
 - ▶ ELA instructional materials review guide and rubric
- 6 Resources for selecting literacy assessments**
 - ▶ Overview of key concepts of literacy assessments
 - ▶ Reliability and validity
 - ▶ National Center on Intensive Intervention tools
- 7 Implementing evidence-based practices**
 - ▶ Overview of professional learning communities
 - ▶ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
 - ▶ Professional Learning Community (PLC) facilitator's guide for foundational reading skills practice guide
 - ▶ PLC for teaching academic content and literacy to English learners in elementary and middle school practice guide
- 8 Evaluating implementation of evidence-based literacy practices on an ongoing basis**
 - ▶ Importance of ongoing evaluation and basic strategies
 - ▶ National Implementation Research Network

▶ Video ▶ Infographic ▶ Link ▶ Document

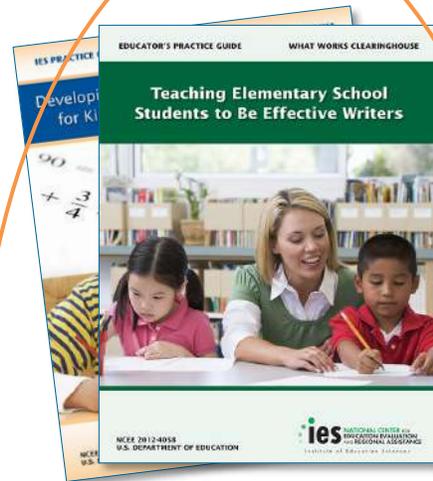



WWC Products



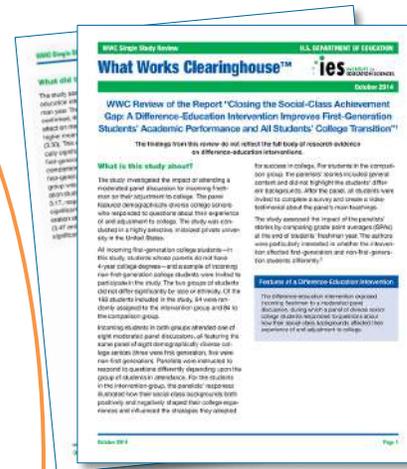
Intervention reports

summarize all the rigorous evidence on a specific intervention to support evidence-based decision making.



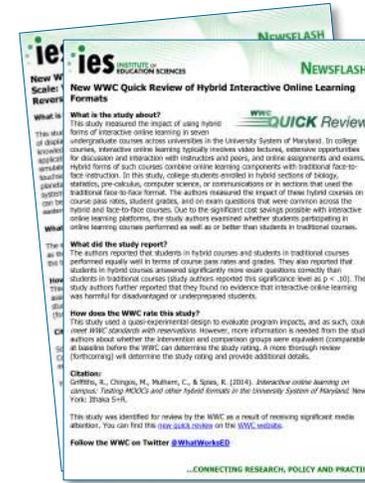
Practice guides

help educators address classroom challenges by offering concrete suggestions and summarizing the evidence associated with the suggested practices.



Single study reviews

assess the quality and summarize the research of a single study that is of interest to the education community.



Quick reviews

are the WWC's initial and immediate assessment of a single publication that is receiving media attention.

Questions and Answers

Please complete the L4L Survey



Thank You!

Jess Surles

jsurles@uoregon.edu

Lana Santoro

lsantoro@uoregon.edu

Lauren Artzi

lartzi@air.org

<https://leadforliteracy.org/>



The research reported here is funded by awards to the Lead for Literacy Center from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H326L18002). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. Copyright © 2019 Lead for Literacy.

leadforliteracy.org Facebook: @leadforliteracy Twitter: @leadforliteracy