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.
Presenters:

Jess Surles  
PD and TA Coach  
UO

Lana Santoro  
Co-Principal Investigator

Lauren Artzi  
PD and TA Coach  
AIR
International Literacy Day

<table>
<thead>
<tr>
<th>Date</th>
<th>Virtual Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8, 2020</td>
<td>Virtual Session 1: Leading for Literacy: Building an Effective Schoolwide Multi-tiered System of Support for Reading</td>
</tr>
<tr>
<td>November 19, 2020</td>
<td>Virtual Session 2: Leading for Literacy: Diving Into Assessment</td>
</tr>
<tr>
<td>January 7, 2021</td>
<td>Virtual Session 3: Leading for Literacy: Supporting Early Literacy (PreK-3)</td>
</tr>
<tr>
<td>April 1, 2021</td>
<td>Virtual Session 4: Leading for Literacy: Promoting Code-based and Meaning-level Literacy Skills in Early Elementary School</td>
</tr>
<tr>
<td>June 3, 2020</td>
<td>Virtual Session 5: Leading for Literacy: Establishing and Facilitating Professional Development Structures</td>
</tr>
</tbody>
</table>
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**
Institutional Collaboration
<table>
<thead>
<tr>
<th>Working Assumptions</th>
<th>Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone has wisdom and we need it!</td>
<td>Active listening &amp; engagement</td>
</tr>
<tr>
<td>This is a space of mutual learning</td>
<td>Start and end on time</td>
</tr>
<tr>
<td>Everyone’s time is valuable</td>
<td>Questions? Use the chat (we’ll have someone monitoring) &amp; we’ll address common questions during pause &amp; process times!</td>
</tr>
<tr>
<td>These are exceptional times – flexibility and empathy are important</td>
<td>Cameras: Off until breakout sessions</td>
</tr>
<tr>
<td></td>
<td>Audio: Muted during presentations (you can unmute to share during activities/breakouts!)</td>
</tr>
</tbody>
</table>
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
### Who’s Here?

<table>
<thead>
<tr>
<th>District Leadership</th>
<th>School Principal or Assistant Principal</th>
<th>School Coach/Facilitator</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Specialist</td>
<td>Consultant</td>
<td>Local Educational Agency Personnel</td>
</tr>
</tbody>
</table>
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!

**Students With Disabilities**
Receive services at all levels, depending on need

- **Tier 1: Universal Level of Prevention**
  - 15% of students

- **Tier 2: Targeted Level of Prevention**
  - 3% to 5% of students

- **Tier 3: Intensive Level of Prevention**
  - 80% of students
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

Standards, Priorities and Goals

Administration, Organization and Communication

Assessments

Instruction and Intervention

WHAT? Data Sources

HOW? Data Systems

Tier I

Tier II

Tier III

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

1. Evaluate
2. Prioritize
3. Action Plan
4. Implement

Improved Student Outcomes!
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?
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.
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—
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

Implementation/(MTSS-R) Team

Focus: School-wide/Systems Level

Teaming Structure for Data-based Decision Making

Focus: Grade/Classroom Level

Grade Level Teams/Professional Learning Communities (PLCs)

School Leaders
Lead for Literacy Resource Repository

- [https://leadforliteracy.org/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
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—
The Simple View of Reading

Decoding
Ability to transform print into spoken language (read accurately and fluently)

Language Comprehension
Ability to understand spoken language

= Reading Comprehension

(Gough and Tunmer, 1986)
Decoding Skills

Print Concepts
- Understand the organization and basic features of print.

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.

Fluency
- Read with sufficient accuracy & fluency to support comprehension

Word Knowledge (sight vocabulary)
- Instant and effortless access to all, or almost all, words read.
Decoding \( \times \) Language Comprehension

- **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.
The ability to connect letters with their sounds to read and write.
Video Example: Five Areas of Reading Instruction
Video Example: Remote Reading Instruction
### Instructional Quality: Explicit and Systematic

| **explicit** | • stated clearly and in detail, leaving no room for confusion or doubt. |
| **systematic** | • having, showing, or involving a system, method, or plan. |
| **instruction** | • 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

(The Meadows Center for Preventing Educational Risk, 2010)
## Video Example of Remote Learning

<table>
<thead>
<tr>
<th>Skills taught in Lesson</th>
<th>Student Engagement</th>
<th>Pacing and Support</th>
<th>Error Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., phoneme blending, etc.)</td>
<td>(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)</td>
<td>(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)</td>
<td>(e.g., providing corrective feedback, etc.)</td>
</tr>
</tbody>
</table>
Resource: University of Florida Literacy Institute

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)

https://education.ufl.edu/ufli/virtual-teaching/main/
### Video Example of Remote Learning

<table>
<thead>
<tr>
<th>Skills taught in Lesson</th>
<th>Student Engagement</th>
<th>Pacing and Support</th>
<th>Error Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., phoneme blending, etc.)</td>
<td>(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)</td>
<td>(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)</td>
<td>(e.g., providing corrective feedback, etc.)</td>
</tr>
</tbody>
</table>
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!

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?
## Video Example of Remote Learning

<table>
<thead>
<tr>
<th>Skills taught in Lesson</th>
<th>Student Engagement</th>
<th>Pacing and Support</th>
<th>Error Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., phoneme blending, etc.)</td>
<td>(e.g., multiple practice opportunities for ALL students, checks for understanding, etc.)</td>
<td>(e.g., keeps lesson moving, scaffolds when needed, smooth transitions, etc.)</td>
<td>(e.g., providing corrective feedback, etc.)</td>
</tr>
</tbody>
</table>
Resource: Small Group Reading Instruction at a Distance

Nell Duke, University of Michigan

https://www.youtube.com/watch?v=hNHlmy_iKEM
Resource: National Center on Improving Literacy (NCIL)

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.

(Connecticut Center for School Change, 2020)
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

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.

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

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Purpose</th>
<th>Important Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td>Identify students at risk for poor learning outcomes</td>
<td>Is the student sufficiently different from their peers?</td>
</tr>
<tr>
<td>Progress</td>
<td>Monitor student’s response to instruction; adjust instruction as needed</td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>Identify skill strengths and weaknesses</td>
<td>Does the student need, or are they meeting individual goals?</td>
</tr>
<tr>
<td>Class-wide</td>
<td>Identify skill strengths and weaknesses</td>
<td>Does the student need (or are they meeting) individual goals?</td>
</tr>
</tbody>
</table>

(Clarke, 2020)
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.

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the current screening/progress monitoring tool suitable for remote administration?</td>
<td>- What, if any, guidance is available from the publisher regarding remote administration?</td>
</tr>
<tr>
<td></td>
<td>- Some guidance may be available from NCII's Virtual Administration FAQs here</td>
</tr>
<tr>
<td>How can we most closely replicate our typical, in-school, screening/progress monitoring practices in a remote setting?</td>
<td></td>
</tr>
<tr>
<td>How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?</td>
<td></td>
</tr>
<tr>
<td>How will we assess students who may not have access to technology?</td>
<td></td>
</tr>
<tr>
<td>What procedures will need to be in place to ensure the process yields valid, reliable, and actionable data?</td>
<td></td>
</tr>
<tr>
<td>How and what data will be recorded and shared?</td>
<td></td>
</tr>
</tbody>
</table>

### Video Examples:

Below are examples of a school district in Oregon pilot two formats for screening all second-grade students with a Passage Reading Fluency.
- Utilizing Zoom Breakout Rooms to Support a 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.

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

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
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.

I’m requesting a few minutes of your time to set up the technology required for me to meet one-on-one with your child at the designated assessment time.

- 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—

- High-Quality Professional Development
- Job-embedded Learning
- Coaching
- Professional Learning Collaboration
- Professional Development Plan
“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](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/
Explore the Elements: Videos and Viewing Guides

COMING SOON to the L4L WEBSITE!
Resource Repository

- [https://leadforliteracy.org/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
Newsletter Signup and Social Media

Website: leadforliteracy.org
Facebook: @LeadforLiteracy
Twitter: @leadforliteracy
Resource: Implementing Evidence-Based Literary Instruction (Road Map)

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  
l santoro@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.