



LEAD FOR LITERACY CENTER'S VIRTUAL LEADERSHIP INSTITUTE WITH THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Please join The Lead for Literacy Center (L4L), funded by the United States Office of Special Education Programs (OSEP), and the National Association of Elementary School Principals (NAESP), on **Tuesday, June 6 and Wednesday, June 7, 2023**, for a highly interactive ***Virtual Leadership Institute focused on “Building Effective Schoolwide Systems of Literacy Support”*** for students in K-3. The Lead for Literacy Center Framework (see the back of this page), centered on a model of continuous improvement, will guide program evaluation and action planning throughout the 2-day Institute. Objectives include:

- Defining elements of high-quality, literacy focused educational programming.
- Describing effective strategies for teaching and assessing students who may be struggling in reading.
- Accessing tools and resources that support the continuous improvement of a comprehensive schoolwide reading system.

What Do School Leaders Like About Our L4L Center Institutes?

- Hands-on, engaging learning experiences
- Working with highly qualified trainers who demonstrate and provide examples of best practice
- Collaborating, discussing, and learning from peers
- Reviewing and accessing ready-to-apply resources

Who?	<ul style="list-style-type: none">• For NAESP-member, elementary school principals/assistant principals and school-based literacy leaders.• Leaders must attend with members of their literacy leadership teams (e.g., reading specialists, literacy coaches, lead teachers, special educators, teachers of multilingual learners, school psychologists).• <i>If attending as a team, <u>each individual</u> must enroll and have individual computer access to view and participate in sessions.</i>
When?	<ul style="list-style-type: none">• Tuesday, June 6 and Wednesday, June 7 from 10:00–4:00 pm Eastern Standard Time• Participants must attend both days.
Where?	A virtual platform will be used. When registering, NAESP will send a weblink to access the Institute.
What?	Session content will emphasize: <ul style="list-style-type: none">• Day 1 (June 6): Building and Sustaining an Effective Schoolwide System of Support <i>and</i> Implementing Evidence-based Core Instruction and Assessment (Tier I)• Day 2 (June 7): Supporting a Continuous Improvement Process <i>and</i> Implementing Evidence-based, Intervention-level Instruction and Assessment (Tiers II and III)
Why?	To support the reading achievement of all students, including students with or at risk for disabilities, by using evidence-based literacy practices within an effective, schoolwide multi-tiered system of support
How?	Sessions will employ a variety of interactive formats, reflection, and planning opportunities, including: <ul style="list-style-type: none">• Program evaluation and exclusive access to planning with L4L's innovative “Framework Navigator” tool• Chat and annotate features to engage collective discussion• Breakout rooms for in-depth planning and application• Video-based examples of evidence-based literacy practices• FREE ready-to-apply resources!
Please join us!	Register here: hfede@naesp.org



LEAD FOR LITERACY FRAMEWORK ELEMENTS

A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support.



Standards, Priorities and Goals

Standards, Priorities and Goals are grounded in the essential elements of reading and anchored in evidence-based practices and instructional intervention at every level. This element is consistently employed as an instructional guide by all teachers of reading.



Administration, Organization, and Communication

Administration, Organization, and Communication emphasize strong instructional leadership and maintaining a focus on high-quality instruction with resources allocated to support reading. This element is established for communication regarding reading programs and practices.



Assessments

Assessments that provide reliable and valid information about student performance and instructional implementation data are used to inform instruction in important, meaningful, and maintainable ways. This element is in place for assessing and analyzing reading achievement schoolwide.



Instruction and Intervention (Tiers I, II and III)

Instruction and Intervention includes programs, practices, and materials with documented efficacy, which are drawn from evidence-based findings, and align with goals and standards. This element supports the full range of learners.



Professional Development and Job-Embedded Collaborative Learning

Professional Development and Job-Embedded Collaborative Learning must be adequate, ongoing, and available to support reading assessment and instruction. This element includes dynamic coaching and professional development assistance that is responsive to schoolwide needs.