Policy

Research

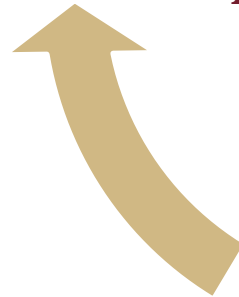**FCRR**
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Improving reading through science

Practice

Literacy Mission, Milestones & Goals

Mission: Improve birth to grade 12 literacy policies, regulation and practices through cross-agency, cross-bureau collaboration to ensure a seamless and cohesive approach to increase educator knowledge and skill in the science of reading and the use of evidence-based practices to increase literacy achievement and close the achievement gap for our most vulnerable students statewide.

2 Major Milestones:

1. Kindergarten Readiness

2. Grade Level Reading by the End of Third Grade

3 Measurable Goals:

1. Increase % of students ready to learn when entering Kindergarten

2. Increase % of students on grade level by the end of third grade

3. Close the achievement gap for our most vulnerable students

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Vehicles Driving Literacy Policy and Initiatives

CARES Act	**House Bill 7011 (2021) Student Literacy**	**House Bill 3 (2021) New Worlds Reading Initiative**
ESSER II	**ARP**	**Senate Bill 2524 (2022)**

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Effective Literacy Leadership

Principals who are literacy leaders understand, value, and respect the cultural and linguistic context of their school community and work with faculty to create an inclusive and affirming school environment in which instruction reflects students' language and culture.

Given their many different responsibilities, effective school principals understand the importance of working collaboratively with specialized literacy professionals as a means of improving literacy teaching and learning.

Principals who are literacy leaders develop the capacity of their faculty to work collaboratively to achieve the goals of effective literacy teaching and learning for all.

What Do Literacy Leaders Need to **KNOW**?

1. What are the priority reading skills.

2. How to support teachers with implementation of evidence-based literacy practices.

3. How to evaluate, prioritize, plan, and implement an effective reading model.

https://leadforliteracy.org/briefs/literacy-leaders-what-do-you-need-know

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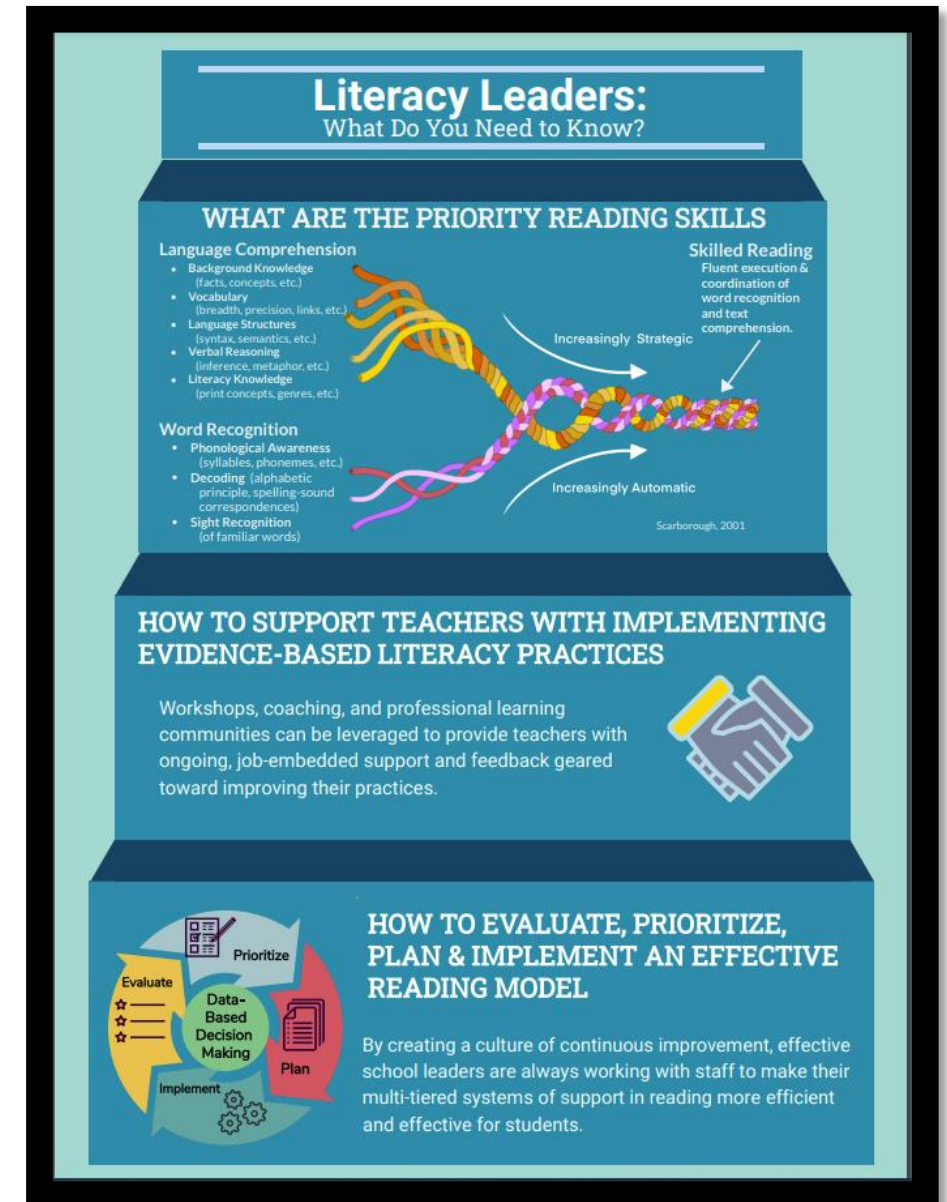
What Do Literacy Leaders Need to **DO**?

1. Recognize effective instructional delivery.

2. Make evidence-based literacy instruction a schoolwide priority.

3. Collect information and provide feedback on the delivery of literacy instruction.

https://leadforliteracy.org/briefs/literacy-leaders-what-do-you-need-do

The Walkthrough Tool

The **what** and **how** to teach reading and literacy is "baked in" to the B.E.S.T. ELA Standards.

What to Teach	How to Teach

1. Oral language* & Vocabulary* (including background & content knowledge*)
 	
2. Phonological Awareness*
 	
3. Phonics* (including alphabet knowledge)
 	
4. Fluency*
 	
5. Comprehension*
 	
6. Writing* (including spelling & composition)
	1. Explicit with Corrective Feedback*
	
	   − Clear and direct
	   − Opportunities for guided & independent practice with feedback
	   − Mastery and automaticity
	
	2. Systematic*
	
	   − Instructional routines
	   − Maximize instructional time
	   − Intentional review
	
	3. Scaffolded & Differentiated*
	
	   − Easier to harder
	   − Align within & across lessons & grades
	   − Foundational skills build on advanced skills

*FDOE K-12 Comprehensive Evidence-Based Reading Plans	*FDOE Practice Profiles

Purpose of the Walkthrough Tool

- The School Leader's Literacy Walkthrough tool is designed to assist school leaders in **supporting classroom literacy instruction** and is aligned to Florida's B.E.S.T. English Language Arts Standards.

- This tool is **not meant to be used in the evaluation** of teachers.

Using the Tool

- 5 to 15-minute walkthroughs

- Observe a specific literacy component (e.g., Vocabulary; Phonics and Word Analysis).

- Space is provided for school leaders to record evidence in the form of notes and reflections.

- Comments are essential to the effective use of this tool and will help guide the post-walkthrough reflection.

Walkthrough Tool Grades 6-12

IES Institute of Education Sciences

Regional Educational Laboratory Southeast
At Florida State University

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

REL 2020–018
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation and Regional Assistance at IES

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

Developed by Laurie Lee and Kevin Smith, REL Southeast; and Helen Lancashire, Education consultant

March 2020

This tool was developed to assist school leaders in observing specific research-based practices during literacy instruction in grade 4–12 classrooms and students' independent use or application of those practices. The tool aims to help school leaders conduct brief and frequent walkthroughs throughout the school year.

The tool consists of three parts to be used with students in three grade bands: grades 4 and 5, grades 6–8, and grades 9–12. The first is the Pre-Walkthrough Meeting Guide, for use in all grade bands, to facilitate conversation between school leaders and teachers before the walkthrough. The second is a set of eight walkthrough checklists, differentiated by grade band and classroom type (that is, whole class, English language arts class, content area class, and literacy intervention class), which are based on best practices in literacy instruction. The third is the Post-Walkthrough Meeting Guide, for use in all grade bands, to facilitate debriefing between school leaders and teachers.

https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2020018.pdf

Overview Document

The Overview Document is a convenient way to see the core elements of the Walkthrough Tool.

School Leader's Literacy Walkthrough

FLORIDA'S B.E.S.T. STANDARDS
ENGLISH LANGUAGE ARTS

Grades K-5

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Sample Component

Core Component	Accomplished Use	Ineffective Use
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	1. Introduces the new or previously taught content, concept or skill clearly and directly. 2. Models or demonstrates use of the new or previously taught content, concept or skill. 3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. 4. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.	1. Introduces new or previously taught content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation. 2. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions. 3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills. 4. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.

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Pre-Walkthrough Check-In

- The purpose of this meeting is to facilitate a brief conversation between the school leader who will conduct the walkthrough and the teacher. The goal is for the school leader to gain an understanding of the focus of the lesson they will see during the walkthrough. The teacher will also have an opportunity to request that the school leader to look for specific components of instruction to help improve instruction.

Pre-Walkthrough Check-In

Pre-Walkthrough Check-In		Teacher:	Date/Time:
Pre-Walkthrough Guiding Questions		**Pre-Walkthrough Notes**	
1. Which of the following reading strands will be observed during the walkthrough?			
❑ Foundations	❑ Communication		
❑ Reading	❑ Vocabulary		
2. Which benchmark(s) is this lesson designed to help students attain? What is the lesson's specific learning objective?			
3. What instructional materials will be utilized?			
4. What teacher instructional practices should I identify? What student actions will be present?"			
The Walkthrough will take place: Date: Time:			

Post-Walkthrough Reflection

- This meeting provides reflection questions for the school leader, and questions to discuss with the teacher after the walkthrough. Additional questions may be added to guide a collaborative conversation with the teacher. Lastly, if needed, an action plan can be completed with the teacher.

Post-Walkthrough Reflection

Post-Walkthrough Reflection	Teacher:	Date/Time:
School Leader Reflection Questions	**Evidence/Reflection Notes**	
1. Which benchmark demonstrated by the students was a focus of the teacher's instructional practices?		
2. Did the teacher implement instructional practices in addition to those that would support benchmarks on the checklist?		
3. Which instructional practice(s) can be continued to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
4. Which instructional practice(s) can be refined to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
5. Which instructional practice(s) can be scaffolded to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
The Post-Walkthrough check-in will take place: Date: Time:		

Reflection and Action Planning

Reflection and Planning Check-In		Check-in Date:	Check-in Time:
School Leader & Teacher Discussion Questions		**Check-in Notes**	
1. Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.)			
2. What are the next learning goals for students to continue to make progress?			
3. What support do you need (e.g. coaching, professional learning, resources, etc.)?			

Action Planning (If Needed)

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date
Follow up on:	Date:	Time:	

First Grade

FLORIDA'S B.E.S.T. STANDARDS
ENGLISH
LANGUAGE
ARTS

Florida's B.E.S.T. ELA Standards
School Leader's Literacy Walkthrough

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Example of the First Grade Checklist

First Grade Literacy Expectations

ELA.K12.EE.1.1 – Cite evidence to explain and justify reasoning,
ELA.K12.EE.2.1 – Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1 – Make inferences to support comprehension.
ELA.K12.EE.4.1 – Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1 – Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1 – Use appropriate voice and tone when speaking or writing.

First Grade Literacy Walkthrough Strand: Foundations (F)
B.E.S.T ELA Standard: Learning and Applying Foundational Reading Skills

Teacher:	Date/Time:

Benchmarks	Evidence		
☐ Print Concepts - ELA.1.F.1.1 – Locate the title, table of contents names of author(s) and illustrator(s), and glossary of books.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	**Accomplished Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback **Ineffective Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback	Student Cognitive Engagement in Learning: ☐ Most or all students are engaged in learning ☐ Some students are engaged in learning ☐ Few or no students are engaged in learning
☐ Phonological Awareness - ELA.1.F.1.2 – Demonstrate phonological awareness.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
☐ a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs	Instructional Materials:	**Accomplished Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback **Ineffective Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback	Student Cognitive Engagement in Learning: ☐ Most or all students are engaged in learning ☐ Some students are engaged in learning ☐ Few or no students are engaged in learning
☐ b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs			
☐ c. Blend single-syllable spoken words with at least five phonemes.			
☐ d. Segment single-syllable spoken words with at least five phonemes			
☐ e. Segment and blend phonemes in multi-syllable spoken words.			

Practice Using the Tool

[Decoding, Writing, and Recognizing Words](#)

Let's Discuss

Third Grade

FLORIDA'S B.E.S.T. STANDARDS
ENGLISH
LANGUAGE
ARTS

Florida's B.E.S.T. ELA Standards
School Leader's Literacy Walkthrough

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Third Grade Literacy Expectations

ELA.K12.EE.1.1 – Cite evidence to explain and justify reasoning,
ELA.K12.EE.2.1 – Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1 – Make inferences to support comprehension.
ELA.K12.EE.4.1 – Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1 – Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1 – Use appropriate voice and tone when speaking or writing.

Third Grade Literacy Walkthrough Strand: Foundations (F)
B.E.S.T. ELA Standard: Learning and Applying Foundational Reading Skills

Teacher	Date/Time:

Benchmarks	Evidence		
☐ Phonics and Word Analysis - ELA.3.F.1.3 – Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
☐ a. Decode words with common Greek and Latin roots and affixes. ☐ b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, est). ☐ c. Decode multi-syllabic words.	Instructional Materials:	**Accomplished Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback **Ineffective Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback	Student Cognitive Engagement in Learning: ☐ Most or all students are engaged in learning ☐ Some students are engaged in learning ☐ Few or no students are engaged in learning
☐ Fluency - ELA.3.F.1.4 – Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	**Accomplished Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback **Ineffective Use** ☐ Explicit ☐ Systematic ☐ Differentiated ☐ Scaffolded ☐ Corrective Feedback	Student Cognitive Engagement in Learning: ☐ Most or all students are engaged in learning ☐ Some students are engaged in learning ☐ Few or no students are engaged in learning

Practice Using the Tool

[Choral Reading](#)

Let's Discuss

Analyzing the Walkthrough Data

What strengths and needs for professional development do you see in instruction for individual teachers across time?

What strengths and needs for professional development do you see in instruction at each grade level across time?

What strengths and needs for professional development do you see schoolwide across time?

Let's Practice – Making Data-Driven Decisions

- Here's the scenario:
  - You've established the goal of increasing the vocabulary of students in your elementary school and have been conducting walkthroughs of your grade 2 classrooms during time teachers would be providing instruction in vocabulary.
  - Ms. Jones is a second-grade teacher, and this is her first year of teaching.
  - You and Ms. Jones met for a pre-walkthrough check-in before each walkthrough so the expectation that vocabulary instruction would be occurring was established.
  - After the first walkthrough, you met with Ms. Jones for a post-walkthrough check-in. You decided together she would conduct a similar lesson in two weeks and incorporate some suggestions you provided, especially related to classroom management and student engagement.
  - Ms. Jones used books about bees for both of her lessons.
  - The first lesson was conducted on September 3rd and the next lesson was conducted on September 17th.

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Let's Practice – Making Data-Driven Decisions

- Review the checklist data for Ms. Jones from both of your walkthroughs.
- Talk in your small groups
  - What improvement do you see from one walkthrough to the next?
  - What was strong in each of the walkthroughs?
  - What would be the main focus of your post-walkthrough check-in after the second walkthrough?
  - What kinds of professional learning opportunities or coaching would you provide for Ms. Jones? Why?
- Let's debrief with our whole group

Recap of the Walkthrough Process

Ensure all teachers are informed about the tool and its purpose

Select a grade-level or classroom

Determine the focus of the walkthrough with the teacher using the Pre-Walkthrough Check-In

Conduct the Walkthrough

Conduct the Post-Walkthrough Check-In

Assimilate data over time and use it to improve literacy instruction in the school

Today's Exit Ticket: Using the Walkthrough-Tool

- **APPLY** what you've learned today:
  - Use the information in the presentation to teach your sites how to use the Walkthrough Tool.

- **COLLABORATE** with your colleagues:
  - Use the Walkthrough Tool to conduct at least 1 walkthrough at your school site. Meet as a Literacy Leadership Team to discuss the findings and next steps.

- **DIG DEEPER** to continue your learning:
  - Reading: **What Research Says About… Classroom Walk-Throughs**

Learn more about our Research, Innovation, & Engagement at http://fcrr.org//

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