



Literacy Leadership Teams: Effective Implementation of the B.E.S.T. ELA Standards

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Objectives



Reflect on the current state of the Literacy Leadership Team (LLT).



Engage in a collaborative problem-solving process around identified areas for growth.



Select best practices to implement throughout the school year to address the Literacy Leadership Team's (LLT) identified areas of focus.



Develop an action plan to expand the Literacy Leadership Team's reach and impact by aligning best practices and addressing the Literacy Leadership Team's areas of focus.

Why LLTs Matter

Best Practices of Literacy Leaders

Student achievement is linked to *collective leadership*. (Louis, 2010).

Principals have great impact over learning in a climate of collaboration and communication. (Supovitz, 2010)

Interactions among teachers and administrators form *social capital* which is essential to improved student achievement. (Leana & Phil, 2006)

Working in isolation, rather than teams is consistently cited as an obstacle to improving achievement. (DuFour, 2016)

Layered leadership across coaches, teachers and administrators promotes the faculty “rowing in the same direction.” (Allen, 2016)

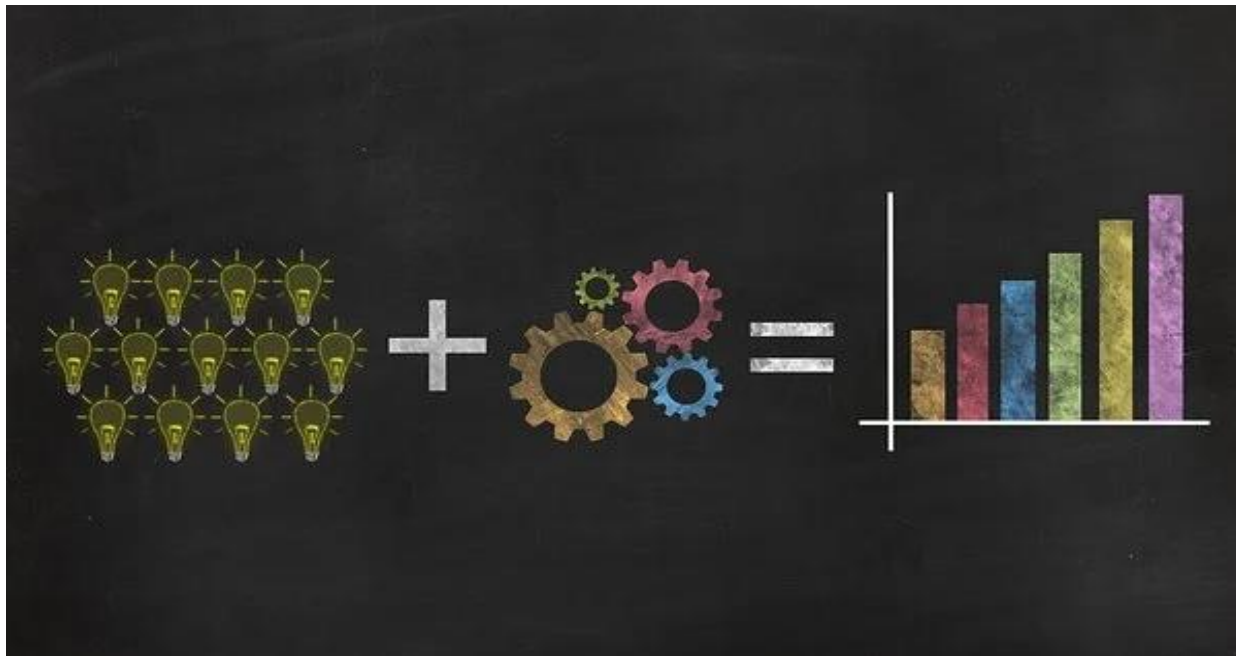
Source of all studies referenced by Dagen & Bean, 2020



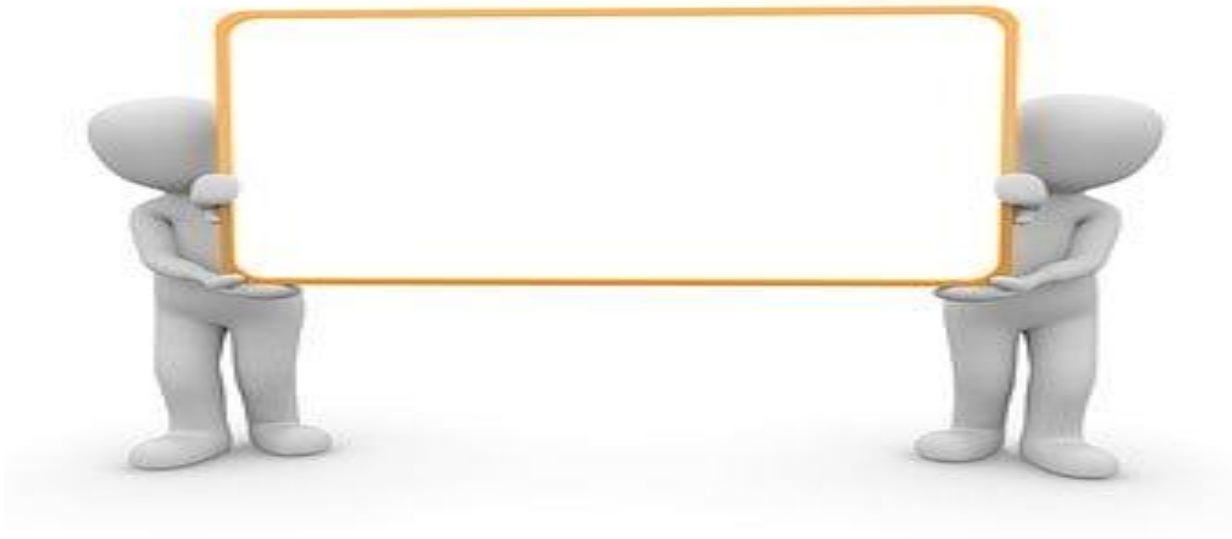
What makes education effective?

"Well-leveraged leadership that ensures great teaching to guarantee great learning."

Bambrick-Santoyo, P. (2018)



Bringing Intentionality to the LLT



Focusing the Work

Intentionally Organized	Intentionally Facilitated	Intentionally Supported

Primary Functions of a High-Performing Literacy Leadership Team



Analyzing data/making data-driven decisions



Maintaining purposeful PLCs



Planning professional learning opportunities



Implementing a process for monitoring, reflecting and providing feedback on literacy instruction



Ensuring resources, materials and schedules support literacy instruction effectively

Effective Systems Drive High-Performing LLeTs



**COLLABORATIVE
LEADERSHIP**



**STRATEGIC USE
OF ASSESSMENT**



**PROFESSIONAL
DEVELOPMENT**



**INSTRUCTIONAL
PRACTICES**



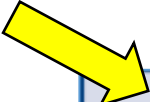
INTERVENTION

Collaborative Leadership and School Capacity



Collaborative Leadership and School Capacity

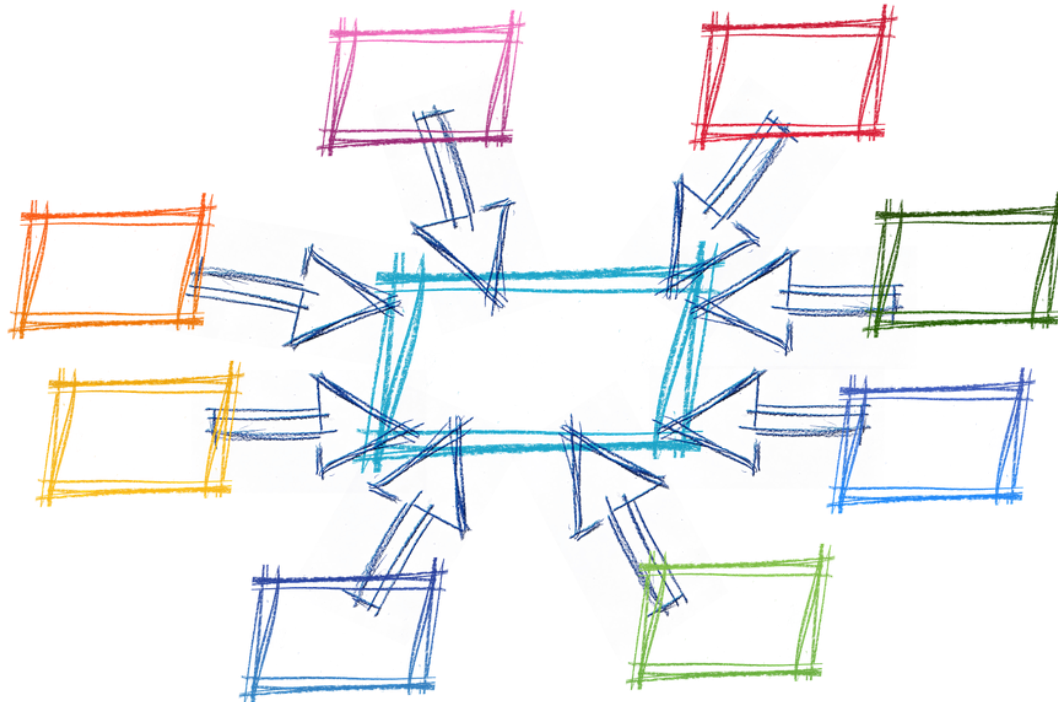
Complete Questions 1-9



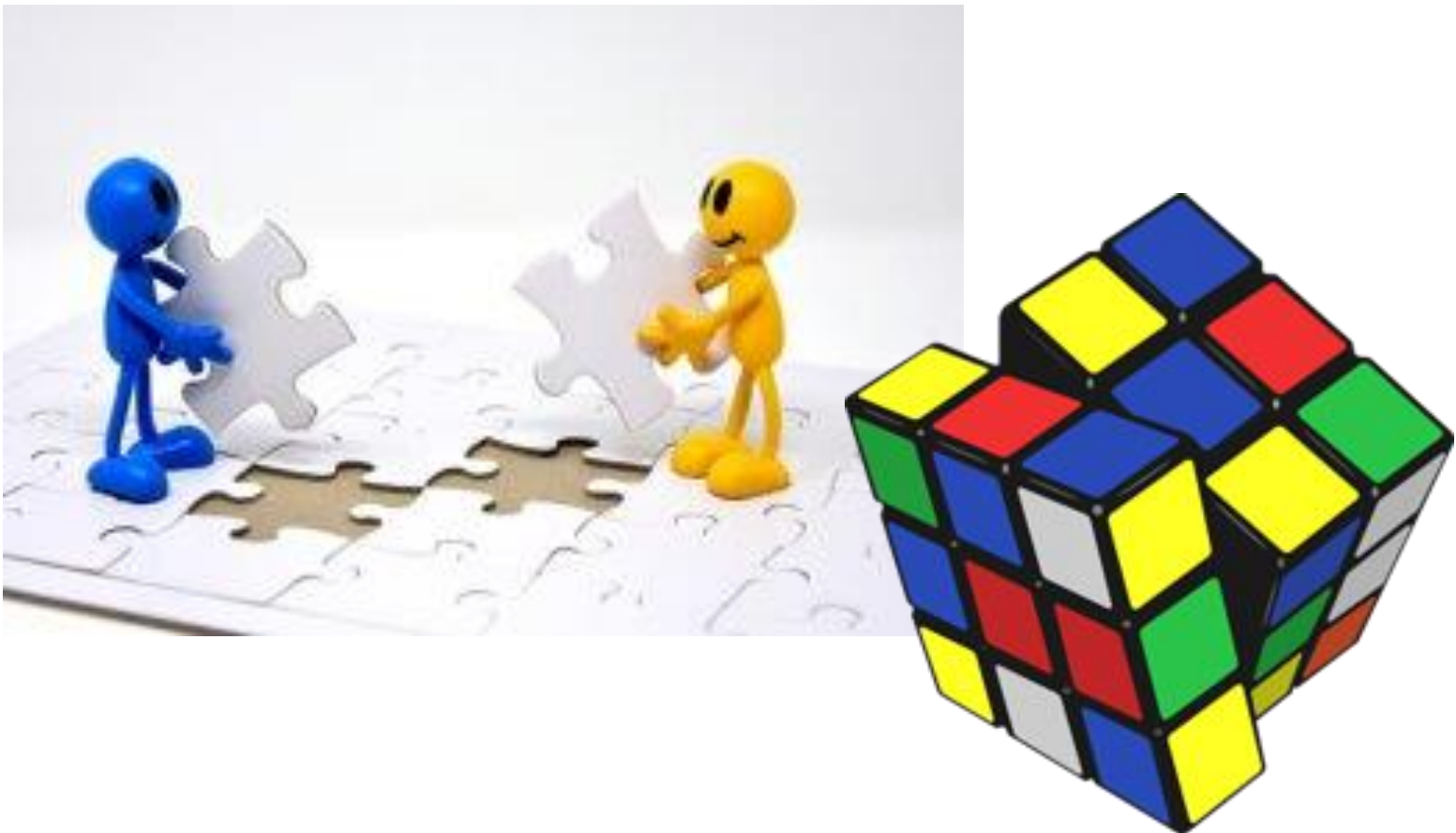
Collaborative Leadership and School Capacity

- | | | | |
|----|---|--|--|
| 1. | The administrator's role in improving the school's literacy opportunities is clearly evident. | | |
| 2. | School leaders encourage collegial decision making. | | |
| 3. | School leaders support integration of literacy instruction across the content areas. | | |
| 4. | School leaders and staff members believe the teaching of reading is their responsibility. | | |
| 5. | Adequate fiscal resources are provided to support the literacy improvement plan. | | |
| 6. | Data-driven decision-making guides literacy improvement planning. | | |
| 7. | Scheduling structures are in place to support identified literacy needs of all students. | | |
| 8. | Scheduling structures are in place to support literacy professional development. | | |
| 9. | The school improvement plan includes literacy as a major goal for improvement. | | |

Collaborative Leadership and School Capacity

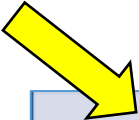


Strategic Use of Assessment



Strategic Use of Assessment

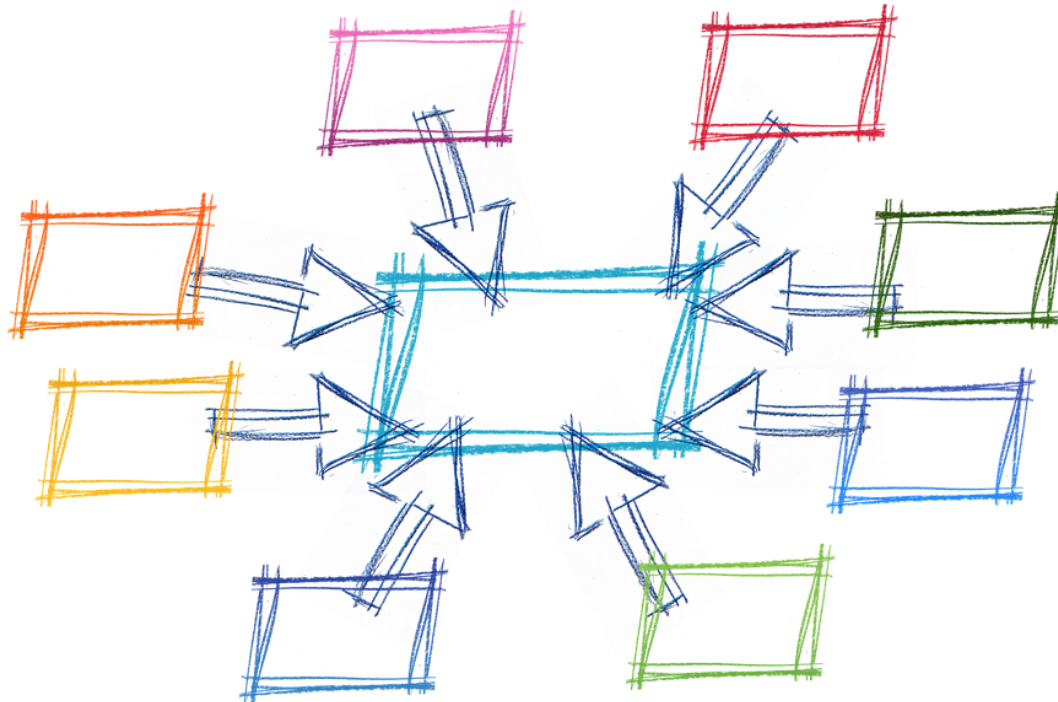
**Complete
Questions 10-16**



Strategic Use of Assessment

10.	A variety of school and student data sources is used to support the instructional improvement focus.		
11.	Professional development to improve literacy is based on assessment data.		
12.	Standardized formal assessments are used to assess reading ability of all students.		
13.	Teachers know the reading capabilities of all students they teach.		
14.	Data meetings guide formative and summative literacy planning to support student learning.		
15.	Ongoing progress monitoring identifies skills mastered and skills that continue to be focus of student's intervention plan.		
16.	Teachers use informal reading assessments within content classes to develop a better understanding of student literacy instructional needs.		

Strategic Use of Assessment

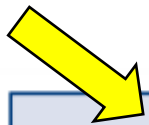


Professional Development to Support Literacy



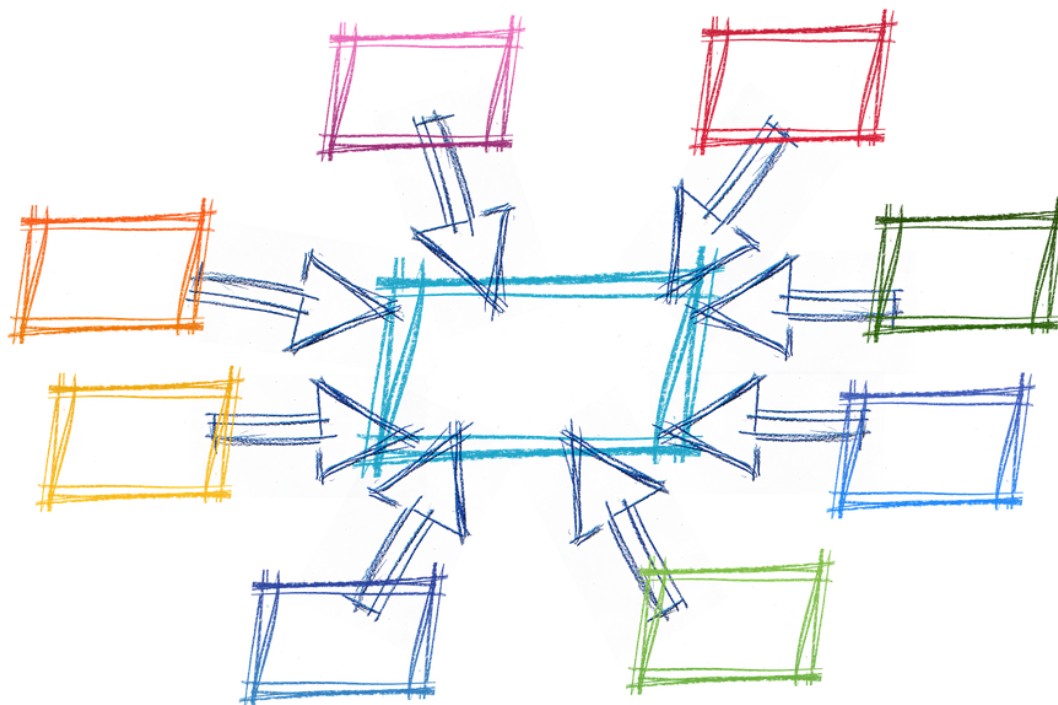
Professional Development to Support Literacy

**Complete
Questions 17-24**



Professional Development to Support Literacy		
17.	The Literacy Leadership Team assesses and plans literacy professional development focus.	
18.	Professional development plans are based on identified student literacy needs.	
19.	Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy professional planning.	
20.	Content-area teachers receive professional development to learn literacy strategies.	
21.	Teachers with literacy expertise and experience serve as models and mentors to less experienced colleagues.	
22.	Data from informal <i>Literacy Walks</i> provide areas of focus for literacy professional development.	
23.	Teachers participate in shared-teaching sessions to learn and refine literacy strategies.	
24.	Content area teachers receive ongoing, job-embedded professional development to learn instructional/literacy strategies.	

Professional Development to Support Literacy



Instructional Practices



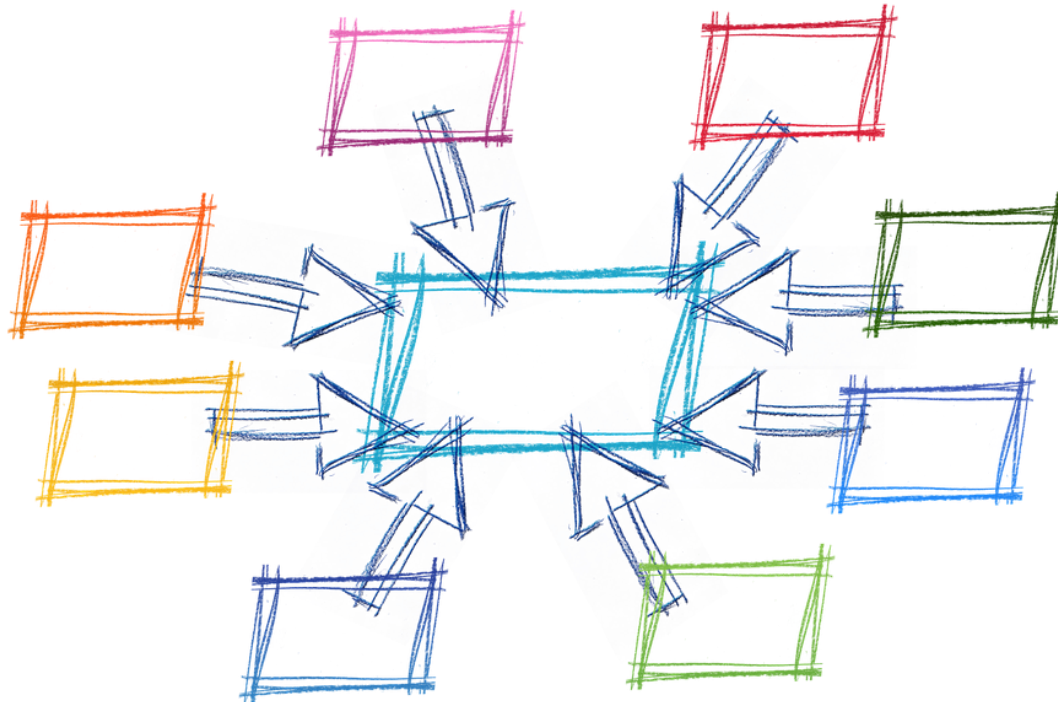
Instructional Practices



**Complete
Questions 25-34**

Instructional Practices		
25.	Teachers use effective instructional practices in support of developing student literacy and comprehensions of course content.	
26.	Teachers effectively use a variety of before, during, and after reading strategies to support learning and literacy.	
27.	Teachers provide personalized support to each student to improve literacy based on assessed needs.	
28.	Teachers create literacy-rich environments with books, journals, and research texts to support content learning.	
29.	Teachers effectively use small group instructional strategies to improve student learning and comprehension of course content.	
30.	Teachers effectively model how to use a variety of literacy/learning strategies for all students.	
31.	Teachers effectively use a variety of literacy strategies that support learning of specific content texts for all students.	
32.	Teachers use technology to support improved literacy for all students.	
33.	Teachers regularly use vocabulary development strategies to support student learning.	
34.	Teachers regularly use strategies to support the reading/writing connection.	

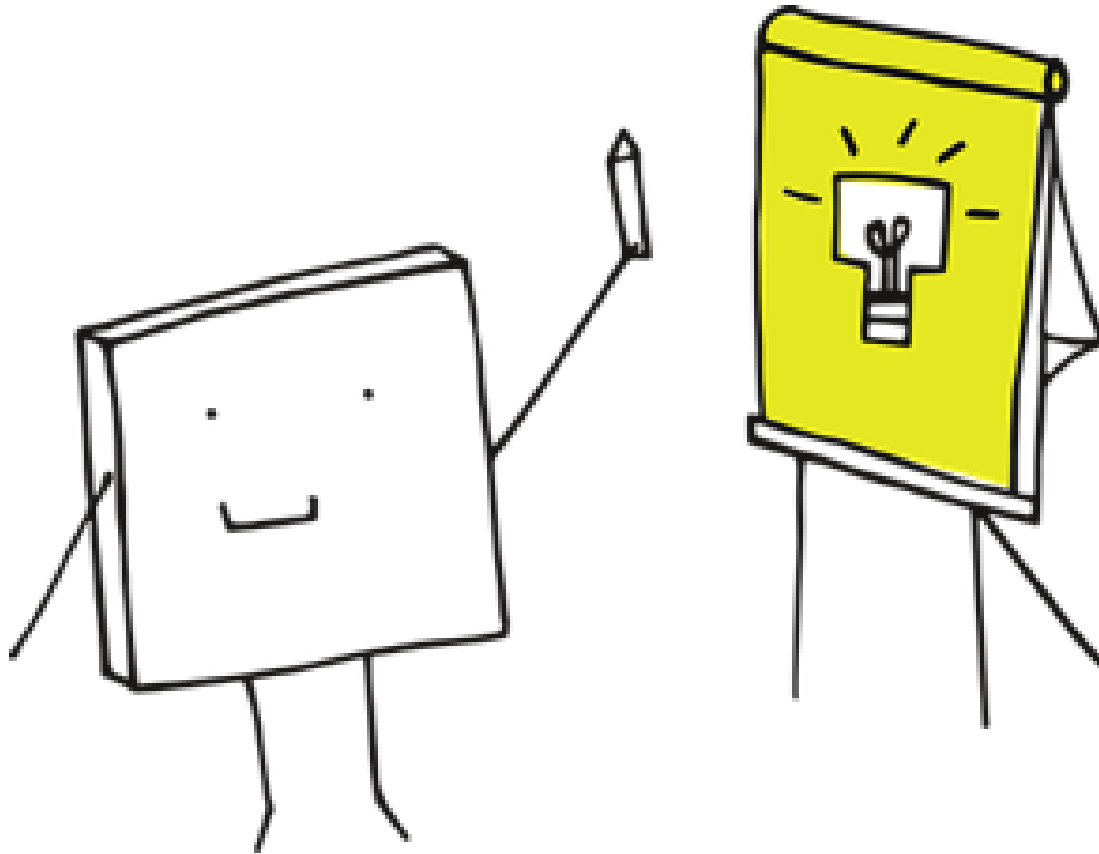
Instructional Practices



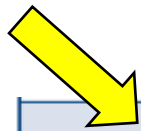
Break



Intervention to Support Student Achievement



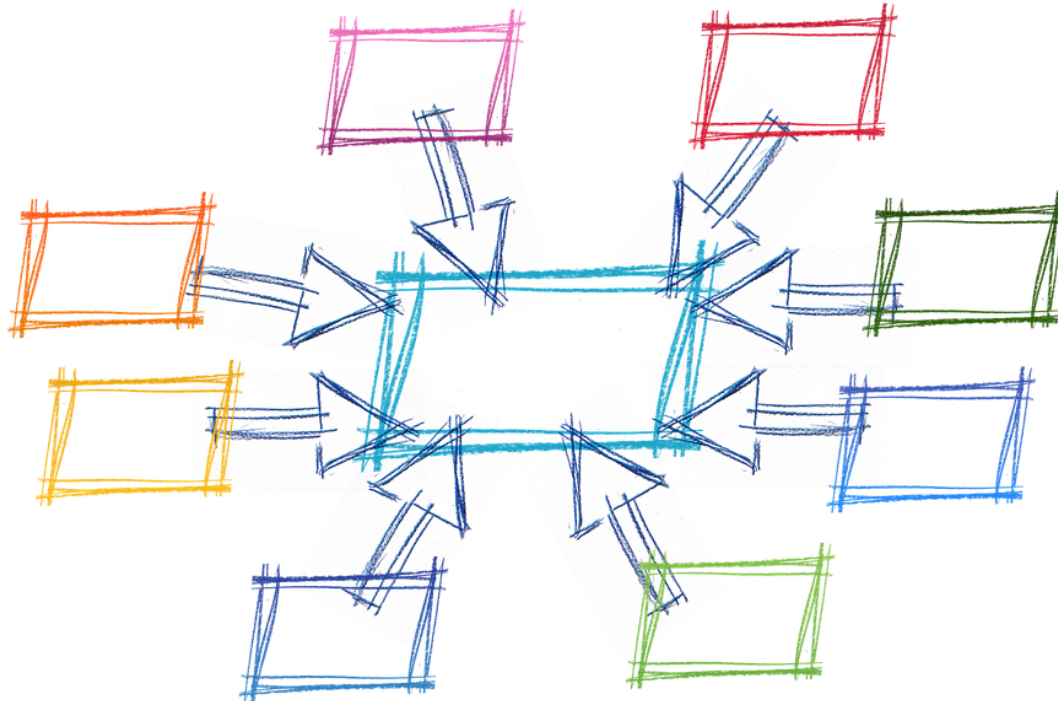
Intervention to Improve Student Achievement



Complete Questions 35-41

Intervention to Improve Student Achievement		
35.	Administrators and teachers develop individual literacy plans to meet literacy instructional needs of struggling students.	
36.	Intervention is highly prescriptive toward improving identified literacy deficits of individuals.	
37.	Literacy electives are available to support improved literacy of struggling students and English language learners.	
38.	Ample tutoring sessions are available to support improved student literacy.	
39.	The most highly skilled teachers work with struggling/striving readers.	
40.	Content teachers effectively use literacy strategies to support struggling/striving readers' learning of content texts.	
41.	The School Literacy Improvement Plan supports strategies ranging from intervention for struggling readers to expanding the reading power of all students.	

Intervention to Support Student Achievement



Gallery Walk



What did you gather?

Which practices might help drive literacy achievement at your school?

How would implementing these practices drive literacy achievement at your school?

Toolkit Resources

Literacy Leadership Team Toolkit

Mission Statement & Goal Development Resources
Mission Statement Checklist
(Adapted from Gabriel & Farmer, 2019 and Strasser, Carr, & Vagg, 2019)

Criteria	Is the mission statement...?	Yes or No
Clear		
Specific		
Measurable		
Attainable		
Relevant		
Time-bound		

PDF [Mission Statement Checklist](#)

Mission Statement Development Resources
Revising an Existing Mission Statement
Guiding Questions

Answer the following questions regarding the revision of your existing mission statement:

When did the team last revisit the mission?

How often does the team revise the mission?

PDF [Revising an Existing Mission Statement Guiding Questions](#)

Stakeholders' Commitment to Literacy Learning

Stakeholder	Perceived Level of Commitment (base data)			Subscore
Students	Low	Medium	High	
Teachers	Low	Medium	High	
School Community	Low	Medium	High	
School Leadership Team	Low	Medium	High	
District or System Leadership	Low	Medium	High	

PDF [Stakeholders' Commitment to Literacy Learning](#)

Resource Commitment to Literacy

Resources	Commitment Level	
	Current Status	Level Desired
Funding/Budget		
Personnel		
Professional Development		
Learning Tools		
Learning Space		
Learning Time		

PDF [Resource Commitment to Literacy](#)

What are Members' Roles and Responsibilities?

Strategic Area	Team Member	Team Roles	Deliverables	Who is Missing?

PDF [Team Members' Roles and Responsibilities](#)

Reading Data Collection and Analysis

Data collection is a significant aspect of the LFT's work. Data collection is a means to assess the progress of where you want to go in a year. Following are suggestions for the kind of reading data you want to consider gathering if you haven't already done so.

Reading Data Collection to Consider:

- State Assessment Data
- Progress Monitoring Data
- Student Work Samples
- Student Writing Samples
- Foundational Skills Data
- Current Strengths and Weaknesses as a Team

Reading Data Analysis to Consider:

- Subgroup
- Grade Level
- Identify Cohort Analysis

PDF [Reading Data Collection and Analysis-Data to Consider](#)

Reading Data Collection and Analysis
Guiding Questions

As you analyze your reading data, here are a few strategic questions to guide your team's conversation. Think in terms of questions to ask:

Analysis of Grade-Level Achievement (Reading Questions)

- What instructional can be made when observing the achievement from 2020 to 2022 across each grade level? (What times may be reviewed)
- Is achievement increasing, decreasing or stagnant? Why?
- Are there concerning trends? Why?

Cohort Analysis (Reading Questions)

- What instructional can be made to you observe the achievement of a grade level cohort in the school year from one grade level to the next?
- Are there noticeable dips or increases occurring? Why?
- What factors are contributing to decreases or increases in observed achievement from one grade level to the next?
- What overall strengths and weaknesses does the data reflect?

PDF [Reading Data Collection and Analysis Guiding Questions](#)

Goal/Action Step Development Resources
Smart Goal Template

SMART

The percentage of (content/subject) students scoring proficient or higher in (content focus) will increase from (baseline data) to (target % proficiency) by the (end of the year).

PDF [Smart Goal Template](#)

Planning Tool

Area of Focus	Guiding Questions	Action Required
Collaborative Leadership and School Capacity	<ol style="list-style-type: none"> 1. How will the Literacy Leadership Team (LLT) encourage staff support of a schoolwide literacy initiative? 2. Will schedule changes be required to support additional time for reading intervention and professional development? 3. How will the literacy focus become a major component of the school improvement plan? 4. What steps/activities will the LLT need to develop to ensure collaborative conversations and planning? 	
Strategic Use of Assessment	<ol style="list-style-type: none"> 1. Identify formal reading assessments to be used to identify specific reading weaknesses. 2. Identify informal assessments to be used for ongoing monitoring of student progress. 3. How will school data be analyzed to identify professional development needs of staff? 4. How will struggling/striving readers be identified? 5. How will the LLT share student literacy data with the staff? 6. How often will data meetings be conducted during the year? 7. How often will the Teams meet to monitor progress of struggling/striving readers? 	

Planning for Impact



Area of Focus



Rationale



Considerations

Action Plan

Goal					
Objective	Action Steps	Persons Responsible	Timeline	Resources	Evaluation

Shareouts and Takeaways

Share an area of focus to work on during the school year.

Share the first thing that will be done to start this work.

Share how you will communicate this information to stakeholders.

Objectives Review



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Develop an action plan to expand the Literacy Leadership Team's reach and impact by aligning best practices and addressing the Literacy Leadership Team's areas of focus.

Survey

Hold for QR Code

Resources

- Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* (2nd ed.). Jossey-Bass.
- Dagen, S. A., & Bean, R. M. (2020). Best practices of literacy leaders: keys to school improvement. The Guilford Press. *Growth Cycle*.
- National Association of Secondary School Principals. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*.



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