

Advanced Literacy Leadership Teams: Planning for Impact

Session 2

Note Catcher

Area of Focus	Practices	Opportunity
Collaborative Leadership and School Capacity		
Strategic Use of Assessment		
Professional Development to Support Literacy		
Instructional Practices		
Intervention to Improve Student Achievement		

Literacy Capacity Survey

Importance rating: 5 = Very Important 1 = Not Important Practice Rating: 5 = Frequent or common practice at this school. 1 = An infrequent or rare occurrence at this school.	Important to Our School's Literacy Initiative	Current Practice at Our School
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.		
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.		
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.		
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.		
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.		

National Association of Secondary School Principals. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*.

Areas of Focus and Rationale

Areas of Focus & Practices to Implement	Rationale	Considerations

Literacy Team Planning Tool

Planning Tool		
Area of Focus	Guiding Questions	Action Required
Collaborative Leadership and School Capacity		
	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		
	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?	
Professional Development to Support Literacy		
	1. What initial professional development will be planned?	
	2. How will ongoing assessments of student progress identify additional professional development needs?	
	3. How will ongoing professional development requirements be identified to improve literacy instructional strategies?	
	4. How will collaborative teaching opportunities such as shared teaching and peer coaching to support literacy instruction be integrated into plan?	
	5. What actions are necessary to create a culture of reflective teaching and self-assessment to support literacy?	

Area of Focus	Guiding Questions	Action Required
Instructional Practices		
	1. Identify strategies to support effective integration of pre, during and post reading strategies across the content area classrooms.	
	2. How will teachers effectively support the reading/writing connection?	
	3. Identify supports to effectively integrate technology into literacy instruction.	
	4. How will literacy-rich environments be created within each classroom?	
	5. How will teachers effectively assist students with learning content vocabulary?	
	6. How will effective use of small group instructional strategies be supported?	
	7. How will teachers identify and use literacy strategies to support learning of content?	
Intervention to Improve Student Achievement		
	1. How will identified individual literacy needs of struggling students be met? Additional class?	
	2. How will specific prescriptive literacy strategies become a vital ingredient of the Individual Literacy Improvement Plan?	
	3. How will content teachers support literacy needs of struggling students within daily instructional strategies?	
	4. Will additional tutoring options be available to support students?	
	5. What additional technology support may be needed to support literacy learning?	
	6. What monitoring structures are required to identify student progress and achievement of benchmarks?	
	7. What schoolwide strategies are in place to expand the reading power of ALL students—struggling to gifted?	

Planning for Impact

Focus: Identify one to three areas of focus to drive literacy improvement.		
Target: Determine how each area of focus will drive literacy improvement. <i>Focusing on (area of focus) will drive literacy improvement by shifting from current practice/status to desired outcome.</i>		
See It: Identify what you want to see. Determine the exemplar. Make it visible to stakeholders.		
Name It: Name the initiative. Make it catchy. Identify core components. Develop common language.		

**Do It: Make time in the schedule. Identify necessary tools/resources. Identify contributors.
Plan action steps and dates.**

Schedule			
Tools/Resources			
Action Steps			

Looking ahead: Identify remaining areas to focus on after successful implementation of this plan.