

# Introduction to Literacy Leadership Teams

## Session 1

**Just Read, Florida!**

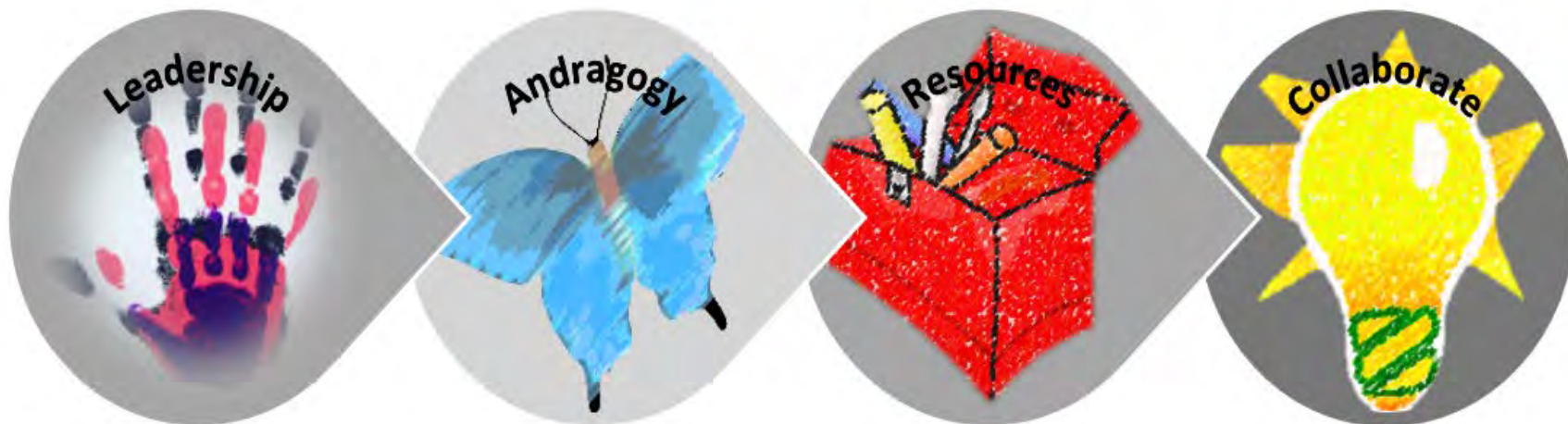


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# Session Objectives

Evaluate the importance of Literacy Leadership Teams (LLT)

- Examine andragogy as a promoter of change
- Analyze relevant tools/resources for the LLT
- Collaborate to share innovative ideas for your team



# 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





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# Committing to Literacy Leadership



# Comprehensive Evidence-Based Reading Plan (CERP)

## **(3) School Literacy Leadership Teams (6A-6.053(3)(a), F.A.C.)**

Schools must have a Literacy Leadership Team, consisting, in part, of a school administrator, reading coach, media specialist, and lead teachers.

<i>How is the School Literacy Leadership Team requirement communicated to principals?</i>	<i>To whom at the district level is the roster of School Literacy Leadership Teams communicated?</i>	<i>Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?</i>



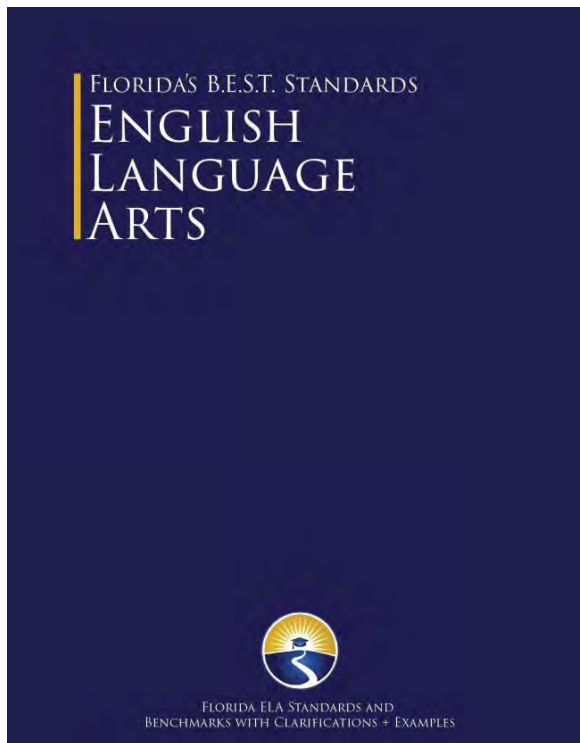




# School Improvement Plan



# Florida's B.E.S.T. ELA Standards Focus the Work



Standards Map				
Strand	Standard	Benchmark	Code	
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1	
		Phonological Awareness	F.1.2	
		Phonics and Word Analysis	F.1.3	
		Fluency	F.1.4	
	Applying Foundational Reading Skills for Secondary Students: Needing Reading Interventions	Phonological Awareness	F.2.1	
		Phonics	F.2.2	
		Encoding	F.2.3	
		Fluency	F.2.4	
	Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
			Theme	R.1.2
Perspective and Point of View			R.1.3	
Poetry			R.1.4	
Reading Informational Text		Structure	R.2.1	
		Central Idea	R.2.2	
		Purpose and Perspective	R.2.3	
		Argument	R.2.4	
Reading Across Genres		Interpreting Figurative Language	R.3.1	
		Paraphrasing and Summarizing	R.3.2	
		Comparative Reading	R.3.3	
		Understanding Rhetoric	R.3.4	
Communication (C)		Communicating Through Writing	Handwriting	C.1.1
			Narrative Writing	C.1.2
	Argumentative Writing		C.1.3	
	Expository Writing		C.1.4	
	Improving Writing		C.1.5	
	Communicating Orally	Oral Presentation	C.2.1	
	Following Conventions	Conventions	C.3.1	
	Researching	Researching and Using Information	C.4.1	
	Creating and Collaborating	Multimedia	C.5.1	
		Technology in Communication	C.5.2	
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1	
		Morphology	V.1.2	
		Context and Connotation	V.1.3	



# Bringing Intentionality to the LLT



# Focusing the Work

<b>Intentionally Organized</b>	<b>Intentionally Facilitated</b>	<b>Intentionally Supported</b>

# Visiting/Revising the Mission Statement

## Mission Statement & Goal Development Resources

### Mission Statement Checklist

(Adapted from Gabriel & Farmer, 2009 and Shearer, Carr, & Vogt, 2019)

Criteria	
<i>Is the mission statement . . . ?</i>	Yes or No
Data driven	
Aligned with the Comprehensive Evidence-Based Reading Plan from the district and the school	
Informed by scholarly resources	
Focused upon student achievement as described in the School Improvement Plan (SIP)	
Related to potential goals for the entire school, classrooms, and students' homes	
Easily understandable	
Sufficiently specific or overly opaque	
Explaining a path forward for the school	
Future-oriented and inspirational	
Unattainable or attainable	

## 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?

How does the mission incorporate the B.E.S.T. Standards?

# Engaging Stakeholders

How did you/will you engage stakeholders in the crafting of your Mission Statement and goals?

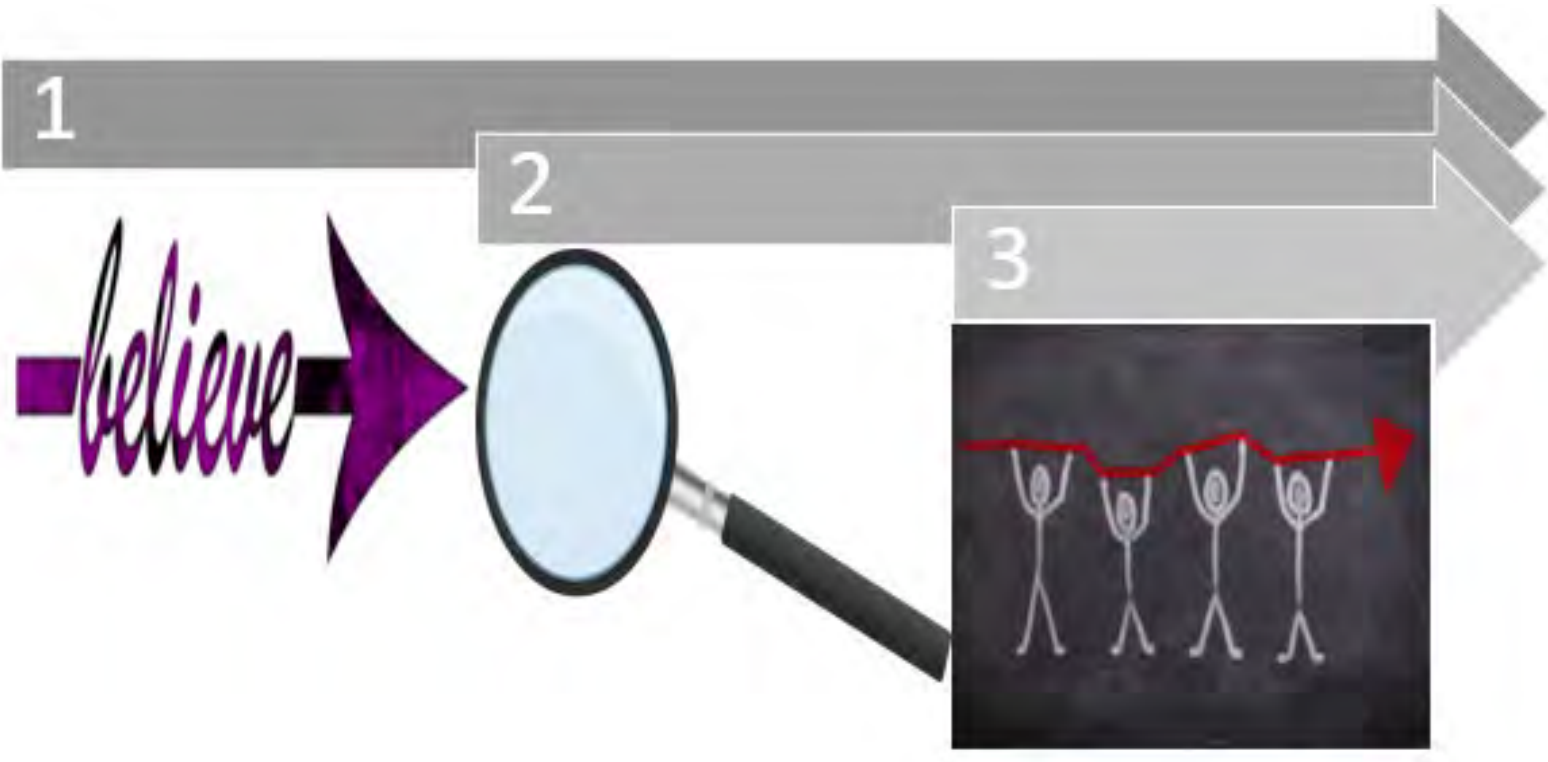


## Mission Statement & Goals

- What is the Mission Statement for your school, classroom and home level plan?
- What goals did you define?



# The Big 3 of LLTs



<https://www.ascd.org/el/articles/leadership-for-literacy>

# Believe

Believe that all students can be joyful, independent readers and writers . . . and that you can help them reach that goal.



<https://www.ascd.org/el/articles/leadership-for-literacy>

# Evaluate

Evaluate your fellow stakeholders' commitment to all students becoming joyful, independent readers and writers.



<https://www.ascd.org/el/articles/leadership-for-literacy>

# Commitment to Literacy Learning

Stakeholder	Perceived Level of Commitment (please circle)			Evidence
	Low	Medium	High	
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	

# Demonstrate

**Demonstrate your commitment through action.**



<https://www.ascd.org/el/articles/leadership-for-literacy>



# Resource Commitment to Literacy

Resources	Commitment Level	
	Current Status	Level Pledged
Financial/Budget		
Personnel		
Professional Development		
Learning Tools		
Learning Space		
Learning Time		

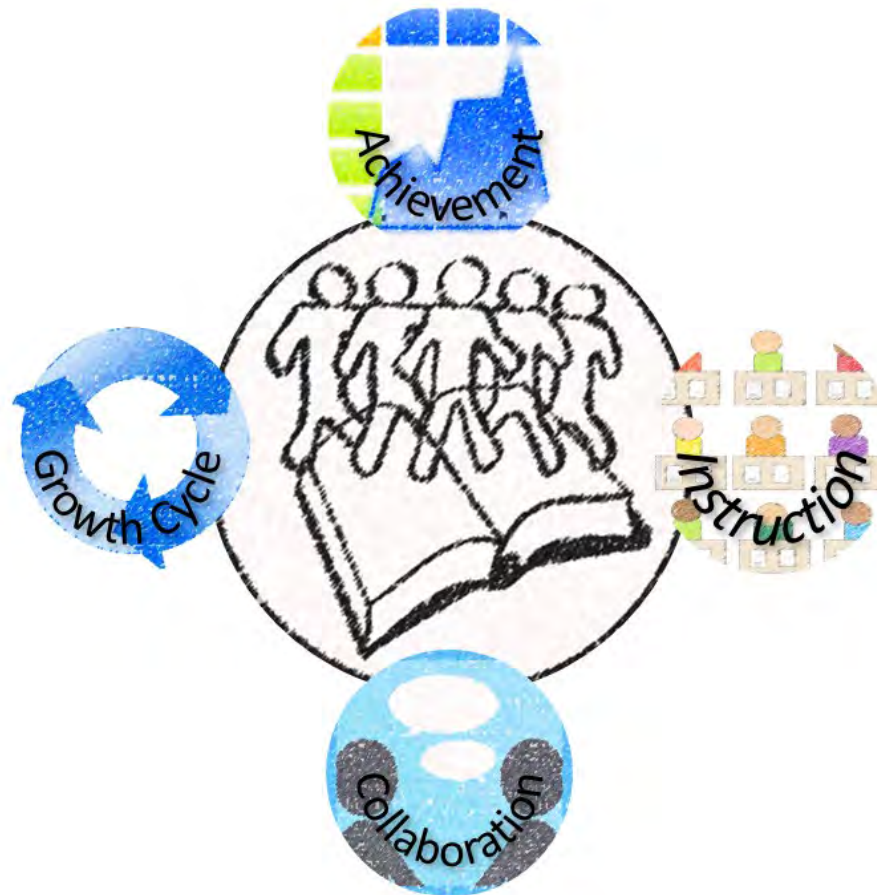


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# Andragogy: Impact Adult Thinking



# Agents of Change





# Toolkit Resources

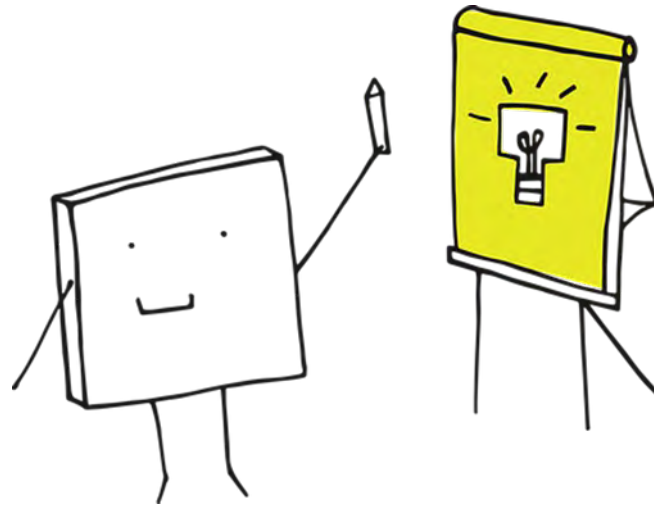


[Literacy Leadership Teams Toolkit](#)



# Reflect

- Summarize what you learned today
- Think about the innovations you can you share with the group.



# References

- Association for Supervision and Curriculum Development. (2009). *Committing to Literacy Leadership*. Retrieved from <https://www.ascd.org/el/articles/leadership-for-literacy>
- Association for Supervision and Curriculum Development. (2009). *Creating a school literacy team*. Retrieved from [http://www.ascd.org/ASCD/pdf/books/frostAT2009\\_creating\\_a\\_school\\_literacy\\_team.pdf](http://www.ascd.org/ASCD/pdf/books/frostAT2009_creating_a_school_literacy_team.pdf)
- Dagen, S. A., & Bean, R. M. (2020). *Best practices of literacy leaders: Keys to school improvement*. The Guilford Press.
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