



Session 2:
**Understanding the Importance of
Leadership Around Implementation**

*Leader Professional Development Series
Leading the Charge for Evidence Based
Literacy Practices*

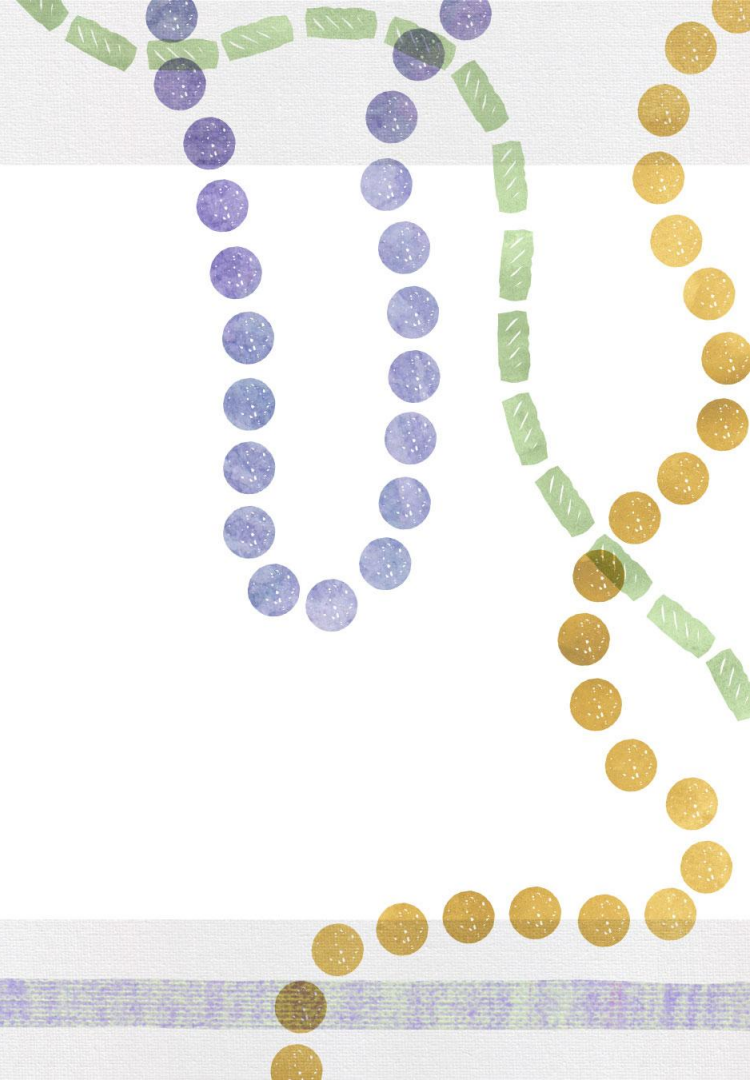
Presenter Introduction

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Literacy Division Mission

All Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

Department Priority: Provide the highest quality teaching and learning environment from birth through graduation.

Focus Area: Literacy



Session 1 Recap

In our last session, we:

- defined the science of reading,
- gained a clearer understanding of the importance of building teacher knowledge around the science of reading.
- reviewed the components of the Simple View of Reading, and
- discussed the strands of Scarborough's Reading Rope and how each strand impacts skilled reading.

Session Focus

This session will focus on the “**why**” behind foundational literacy instructional practices and ***important levers for success*** that school and district level leaders should implement to support literacy.

Session participants will have a deeper understanding of the importance of:

- setting and progress monitoring literacy goals at the system, school, and classroom levels
- implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners
- providing and participating in ongoing professional growth opportunities
- engaging families around their child’s literacy development at all ages and stages



Why?



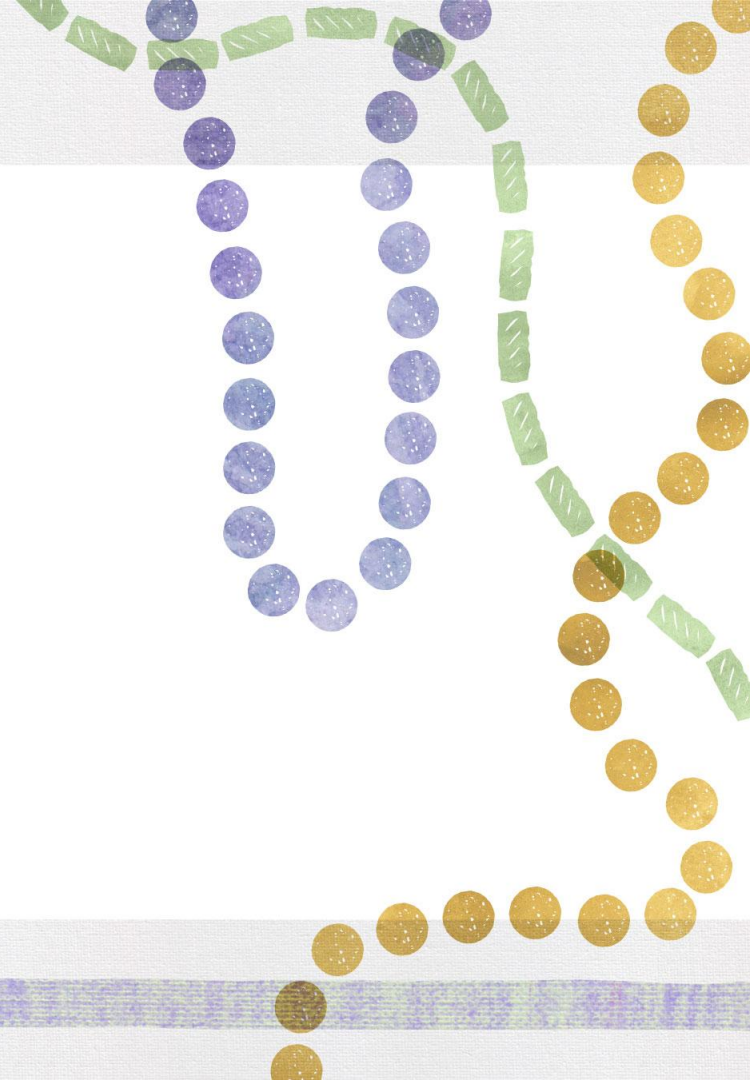
Why Should Literacy Instruction be Grounded in the Science of Reading?

- “Reading is not simply a desire; it is a fundamental skill necessary for virtually everything we do. And we need to ensure all of us, particularly our children, learn to read and read to learn so they too can do everything.” -*Randi Weingarten, American Federation of Teachers (2020)*
- “Academic English is complex. Given this complexity, children need carefully planned instruction to become fluent readers, spellers, and writers.”- *L. Moats (2020)*
- All children deserve to learn to read, and all teachers can learn to teach them.
-*The Reading League*




How?

**Levers for Success that Support
Effective Literacy Instruction**



Louisiana Pillars for Effective Literacy Implementation

			
LITERACY GOALS	EXPLICIT INSTRUCTION, INTERVENTIONS, AND EXTENSIONS	ONGOING PROFESSIONAL DEVELOPMENT	FAMILY LITERACY ENGAGEMENT

[Literacy Implementation for Leaders PDF](#)

[Literacy Implementation for Teachers PDF](#)



Establishing Literacy Goals



Student literacy outcomes will increase when schools create and monitor

LITERACY GOALS.

- Communicate [literacy goals](#) with teachers and other stakeholders.
- Monitor literacy goals quarterly to ensure actions and goals are being met.

- [Local Literacy Plan PDF](#)
- [School System Literacy Road Map](#)



Setting Literacy Goals

- Create your literacy team.
- Establish a shared literacy vision and mission.
- Develop overarching goals or intended outcomes around literacy.
- Create specific goals for grade bands, subgroups, diverse learners, teacher performance etc.
 - Literacy goals at each level of a school system should be SMART - Specific, Measurable, Achievable, Realistic, and Timely.



Implementation of Tier I Curriculum with Explicit Literacy Interventions and Extension



Literacy outcomes will improve when students are provided **high-quality core instruction** together with **EXPLICIT LITERACY INTERVENTIONS** and **EXTENSIONS** based on individual student need.

- Create [literacy block schedules](#), ensuring time is assigned specifically for core instruction and intervention grounded in the foundations of reading.
- Monitor and observe the implementation of intervention activities and strategies.
- Ensure access to books for students to practice reading skills through [classroom libraries](#).



Literacy Block Schedules

- Reading instruction with a **high-quality curriculum** should include at least:
 - 120 minutes per day of core instruction in grades K-2
 - 60 minutes per day of core instruction in grades 3-5
 - Explicit teaching of foundations of language and literacy
- **Intervention and extension** activities should provide at least **30** minutes per day of supplemental instruction and practice time for all students who need additional systematic, explicit instruction or enrichment.
- K-2 and 3-5 literacy blocks should embed writing instruction throughout that connects to the taught skills and content.

[Making the Most of Your Literacy Block PDF](#)



Ongoing Professional Growth



ONGOING PROFESSIONAL GROWTH is an essential component of effective teaching and literacy development.

- Ensure there is ample time for facilitation of learning communities to review student data and track progress.
- Provide opportunities for teachers to be trained and receive ongoing professional development on high-quality curriculum implementation and foundations of teaching reading to support literacy instruction and development during core and intervention time.



Ongoing Professional Growth

- Establish literacy experts on your campus to support the literacy work aligned to your literacy vision and goals.
- Embed literacy conversations into learning communities.
- Complete a school-wide [book study](#) to increase literacy knowledge.
- Listen to [podcasts](#) aligned to the science of reading.
- Involve teachers and school leaders in a foundational literacy training.
- Ensure that teachers will receive ongoing training and support aligned to the Tier I literacy curriculum.
- **Update your PD plan to include ongoing literacy supports.**



Ongoing Professional Growth

The [Classroom Literacy Instruction Based on the Science of Reading](#) document would be a great series of PD/learning community topics to support literacy instruction as teachers begin the school year. The document describes: *What teachers should do? What does that mean? What does that Not mean?*

When providing instruction aligned to the science of reading teachers should:

- Provide daily phonological awareness activities.
- Provide systematic explicit phonics instruction.
- Use the process of orthographic mapping to teach decoding and reading.
- Teach decoding skills to provide the foundation for reading.
- Teach using letter-sound correspondence.
- Practice skills with decodable text.
- Increase fluency through automaticity.
- Use sound walls instead of word walls.
- Build sight vocabulary through sounds-based instruction



Families



FAMILIES play an essential role in the literacy development of children at all ages and stages.

- Engage families in providing literacy support for their students by utilizing [strategies and resources](#) available on the Department's Literacy webpage that were compiled from educators across Louisiana.
- Connect with community programs and resources to maximize access for all families.



[Family Literacy Strategic Plan for Schools and School Systems](#)

Strong Family Literacy Engagement Framework

- **Accessible**
 - using multiple modes of communication to ensure all families have access
- **Inclusive**
 - making all communication available in home languages and respecting cultural differences
- **Proactive**
 - ensuring timely notifications and avoiding unintentional exclusions
- **Visible**
 - reaching out during uncertain times and keeping all lines of communication open to families



Science of Reading Spotlight

Making the Shift to the Science of Reading in your District

- Build your professional knowledge base around the science of reading. What does the research say? How can you connect research to practice?
- Identify what resources you will need (materials, teacher knowledge/capacity, progression of skills that teachers will need).
- Look at literacy data to identify where specific student support is needed.
- Identify what adult behaviors should look like based on the science of reading.
- Review your reading foundations block.
- Begin with self-evaluation and identify where you would like to begin.

[Amplify Science of Reading Podcast](#)

Season 3 Episode 4. Making the Shift to the Science of Reading

Season 3 Episode 11. Continuously Improving Literacy Instruction Alana Mangham

Reflection

1. Think about the Pillars of Effective Literacy Implementation for Leaders. What areas do you need to focus in on as you prepare for the upcoming school year?
2. As a literacy leader it is important that you develop a plan to lead both student and adult learning, what adult learning supports do you have in place to support teachers in providing instruction aligned to the science of reading?
3. Think about current instructional practices in your school or district. How do you think reading instruction could be improved?



Questions

Contact catasha.edwards@la.gov or LouisianaLiteracy@la.gov
with questions or suggestions.

Thank you for attending today's session!

The Department appreciates your **Literacy Leadership!**

