



Session 4:
**Literacy Learning Communities: Setting
up Structures for Literacy Success**

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

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



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](#)



Session 3 Recap

In session 3 we:

- focused on assessing where leaders were in supporting the implementation of evidence-based foundational literacy instruction.
- Participants were challenged to
 - evaluate their current literacy processes, and
 - determine “quick wins” to move literacy instruction forward.



Session Focus

This session will focus on the **components** of Literacy **Learning Communities** - *structures/protocols, adult core competencies, data management and tracking, assessment awareness* - and their importance in supporting evidence based literacy instruction.

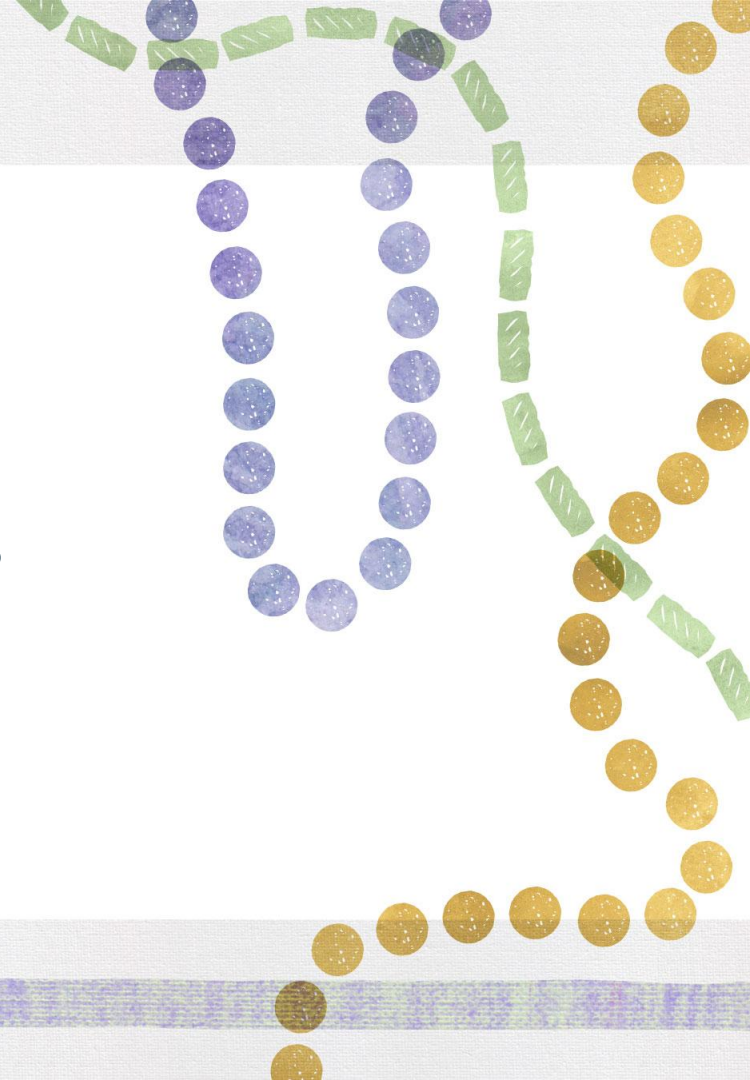


Defining a Learning Community

In Learning Communities, groups of educators meet regularly to engage with colleagues, share expertise, analyze student work, plan instruction, reflect on their own practice, and collaborate to improve teaching skills and the academic proficiency of students.



Learning Community Structures



Setting Up Your Learning Community

Schools should identify a designated Learning Community meeting space that fosters consistency, collaboration, and the ability to house visuals surrounding the meeting facilitation process. In addition, there should be a clear understanding of who should attend meetings. These stakeholders can include:

- Classroom Teachers
- Master/Lead Teachers
- Reading Interventionists
- Curriculum Specialists
- Instructional Coaches
- Literacy Coaches
- School Administrators
- Speech and Language Pathologist



Structures of a Learning Community

- Collective inquiry
- Collecting and assessing data with a focus on student learning
- Collaboration
- Established clear parameters for adults and students
- Professional ownership over instruction and instructional practices
- Proactive, open ended questioning
- Success criteria and scoring guidelines to streamline data collection
- Shared understanding of research, curriculum, lesson delivery and building a team of collective intelligence



Learning Community Inquiry Cycle

Learning Communities launch inquiry process

- Reflect on current practice
- Choose an instructional challenge to address
- Plan data collection to learn more about the challenge.

Teachers collect data

- Collect data during learning
- Collect both quantitative and qualitative data

Learning Communities analyze and discuss new data

Teachers review data to determine:

- What did we learn?
- Did the change work?
- Should we adapt, adopt, or abandon the change?

Cycle continues until goal is met.

Learning Communities interpret data

- Analyze and discuss data to better understand the problem
- Identify gaps between where they are and where they want to be
- Develop change ideas based on research-based practices to test in the classroom.

Teachers test change ideas

- Try change ideas in the classroom and collect more data.

[Adapted from Using Inquiry Cycles to Improve Literacy Instruction](#)

Learning Community Guiding Questions

Learning Community Questions	Learning Community Actions
What do we want students to know?	<ul style="list-style-type: none">● Establish clear objectives or learning targets.● Develop essential questions to guide lesson planning and lesson delivery.● How will the adults provide the experience of learning?
How will we know if they learned it?	<ul style="list-style-type: none">● Collaboratively create success criteria and share with students prior to completion of work.● Provide students multiple opportunities and paths to gain understanding and proficiency.● What ways are students demonstrating their learning?

Learning Community Guiding Questions

Learning Community Questions	Learning Community Actions
What will we do when students have not learned it?	<ul style="list-style-type: none">● Explicitly reteach concepts and assess in smaller chunks using differentiated instruction.● Ask yourself, “Why are my students not making progress?”
What will we do when students have already learned it?	<ul style="list-style-type: none">● Provide opportunities to challenge students moving deeper with explicit instruction relative to components of Scarborough's Reading Rope.● How will we increase our instructional competence?● How will we coordinate our efforts as a school?

Adult Core Competencies Aligned to Literacy Learning



Adult Core Competencies

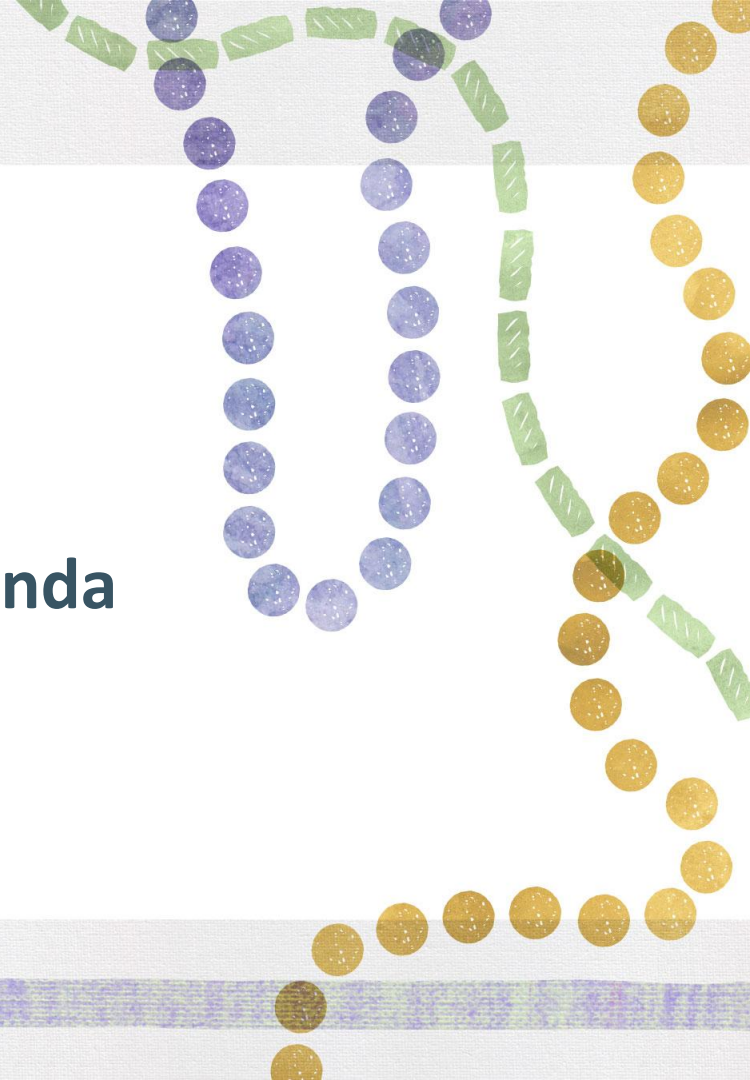
Know specific strengths and weaknesses from student work samples, observations, and assessments related back to the science of reading conceptual models.

Understand the big ideas of science of reading conceptual models to include the Simple View of Reading, Scarborough's Reading Rope, Ehri's Phases of Word Development, etc.

Use academic language and specific vocabulary when referencing components of literacy instruction as it relates to engaging, meaningful, and robust dialogue.



Learning Community Support Resources and Sample Agenda



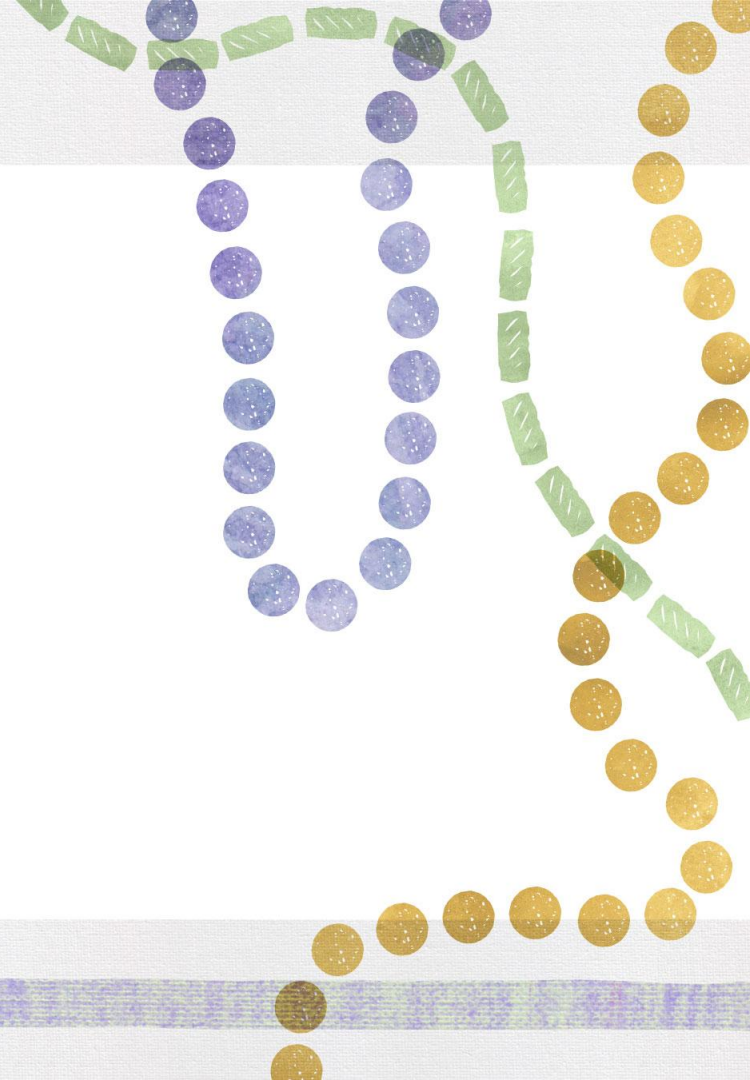
Leaning Community Tool Kit

- School wide plan, vision, mission is understood by all team members
- Copies of grade level standards
- Teacher manuals, pacing guides, scope/sequences
- Student data
- Team norms established prior to first PLC meeting (can be displayed)
- Effective strategies based in the science of reading (can be displayed)

Sample PLC Agenda

Check-in	Welcome team members <ul style="list-style-type: none">● engage in team builder● ice breaker activity● celebrations	2-4 minutes
Objective + agenda	<ul style="list-style-type: none">● Review meeting goal● Provide agenda with time allocations	1 minute
Review prior action plan	<ul style="list-style-type: none">● Recap previous PLC meeting focus	2 minutes
Meeting focus	<ul style="list-style-type: none">● State purpose of meeting● share/review data that supports meetings focus● Collaborate and provide student solutions based on data	15 minutes
Practice	<ul style="list-style-type: none">● Practice reviewing student assessments/work samples in small groups● Create a notice and wondering chart● Collaborate using collective inquiry guided questions to guide discussion, (4.2)● Co-plan action steps● Whole group collaboration and reflection	15 minutes
Wrap up and next steps	<ul style="list-style-type: none">● Determine goals and next steps● Schedule follow up meeting	5 minutes

Assessment



Assessment Awareness

- Let the assessment results of your students guide you!
- All assessments should be used with the intentions of having the results examined in order to provide transparent evidence of student learning.
- Assessments need to provide information regarding students strengths and weaknesses for analysis, for discussion, and should be used to set individual or classroom goals.
- Teachers need to ensure that assessments are providing the information needed to move students towards proficiency.



Types of Assessments

- Summative
- Formative
- Screeners
- Diagnostic
- Curriculum-based measures
- Common formative assessments



Assessments Reflection Question

1. What was your purpose for the assessment?
2. What trends did you discover in students understanding and misunderstanding?
3. Which student misunderstandings were most surprising to you? Why?
4. After looking at the students' misunderstandings, what missing skills still need to be mastered?
5. Were there any misunderstandings as a result of misinterpreting the directions? If so, how?
6. How do you see yourself revisiting students' misunderstandings?
7. What next steps will need to be taken to inform your reteaching and differentiation for students success?
8. Does the assessment align with the school's mission, vision, goals?
9. Does the assessment align with grade level targeted interim and long term goals?
10. Did the assessment meet the needs of the overall purpose, standards school and grade level aligned goals?



Data Management and Tracking
*Responding to Student Data to Ensure All
Students Learn*



Data Collection Processes

Data collection is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques. Learning Communities should review and study data to gain a better understanding of the needs and strengths of students; such efforts also help teachers in planning and delivering personalized instruction to students to help them to move on to levels of success.

Data can be collected from:

- formative assessments
- summative Assessments
- curriculum based measures
- curriculum benchmarks
- teacher observations
- teacher created assessments
- progress monitoring
- daily work
- writing samples



Data Management and Analysis Procedures

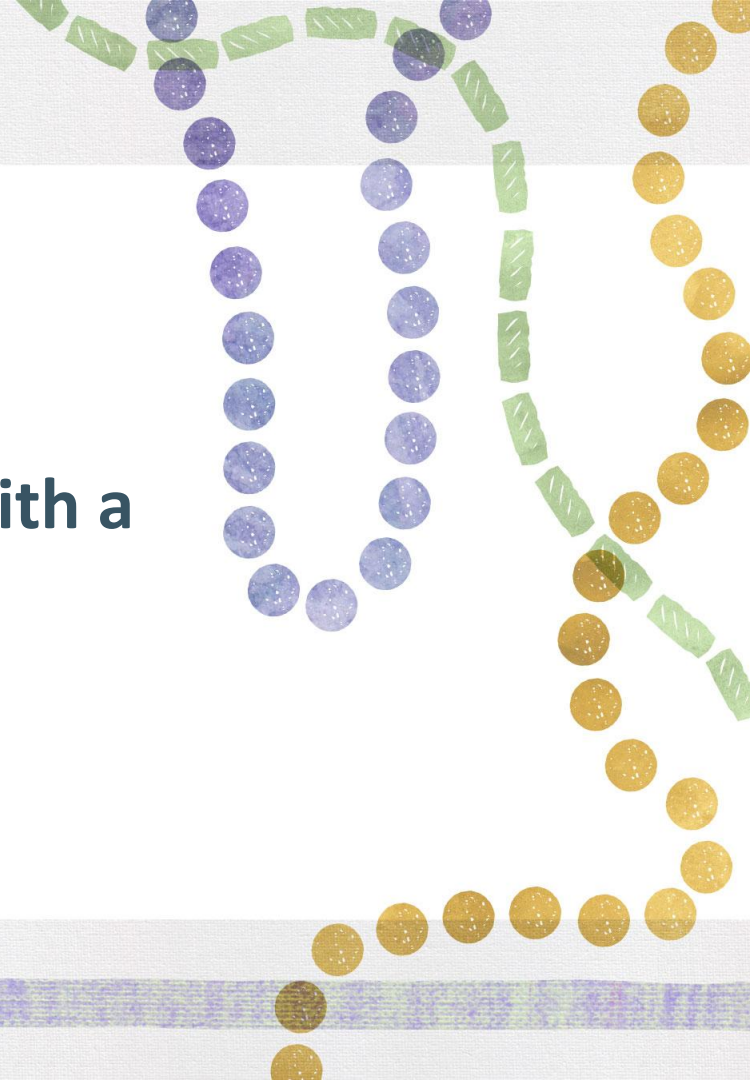
Data Management Action	Procedures
Collect and chart data	<ul style="list-style-type: none">● Prior to meeting administer assessment, score, and turn in data to discuss● Group students into categories, (e.g. proficient, approaching, etc.)
Analyze student strengths and misunderstandings	<ul style="list-style-type: none">● Student work samples● Teacher anecdotal notes● Identify trends from grade band, classes, and levels of students
Establish goals	<ul style="list-style-type: none">● What do you want your students to accomplish? Is that goal obtainable in the time frame set by group?

Data Management and Analysis Procedures

Data Management Actions	Procedures
Select instructional strategies backed in the science of reading	<ul style="list-style-type: none">• Are instructional strategies high yield and promote the science of reading research?
Create student mastery learning criteria	<ul style="list-style-type: none">• Common scoring guides/rubrics• Create word lists• Are students aware of how they will be scored?
Determine adult behaviors and actions	<ul style="list-style-type: none">• How will the lessons be delivered so students receive the highest impact of learning?
Progress monitor and check ins	<ul style="list-style-type: none">• Data-driven instructional adjustments

*Adapted from Doug Reeves

Looking at Learning Communities with a Literacy Mindset



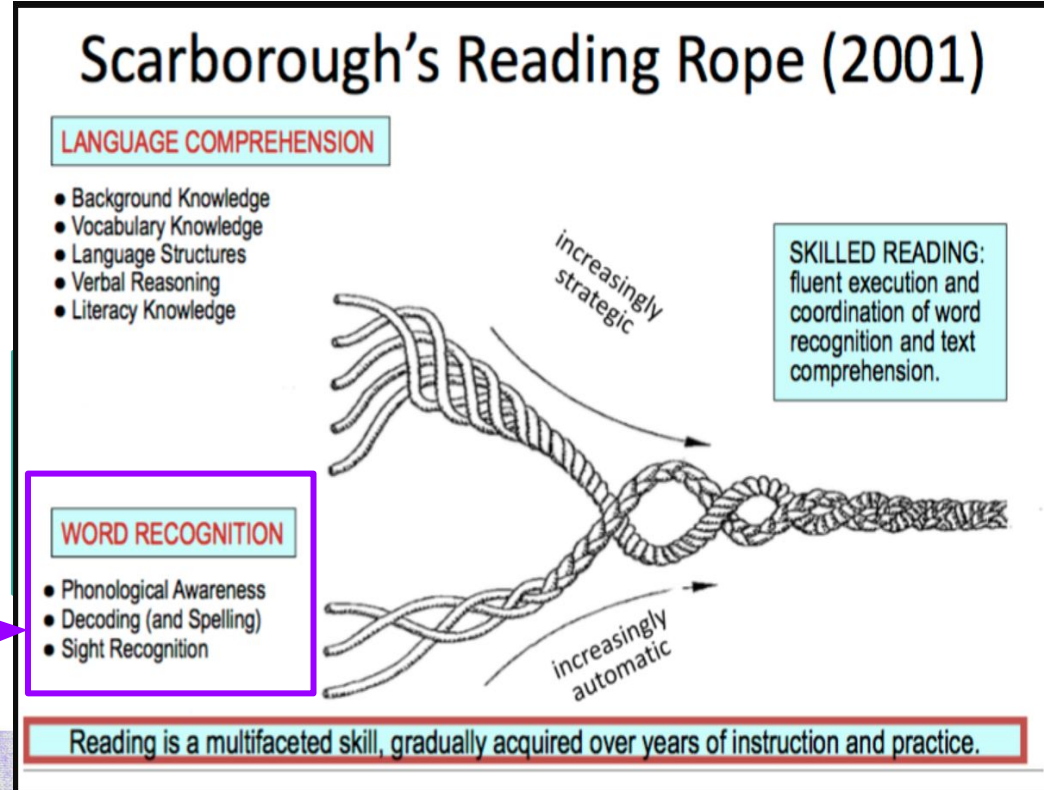
Science of Reading Spotlight

Deconstructing Scarborough's Reading Rope

Word Recognition Strands

Meet Teacher A

Teacher A has just completed small group instruction with 4 students on the focus sound e at the end of a word.



Meet Teacher A

- Teacher A has just completed small group instruction with 4 students on the focus sound e at the end of a word.
- She is aware that her students need repetition and practice through the use of decodable text, but would like to do a quick formative assessment to drive her small group instruction.
- She has worked with her grade level team and will utilize a short running record to assess the students' progress with mastering this skill.
- She has collected data from her small group and will bring the collected data to her Learning Community meeting.



Student Work Analysis

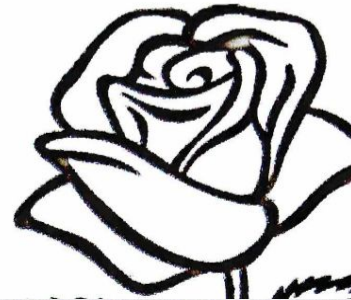
Student 1

The RED Rose

Focus Sound: e at the end

Student 1 had 5 errors when reading. All of the errors were words with the e at the end.

Jack ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Jake got a pot. "I will set it in the sun,"
said ^{Jack} Jake. In ^{tim} time, a stem
^{cam} came up from the mud. It
was the ^{sizz} size of a pod.



Believes

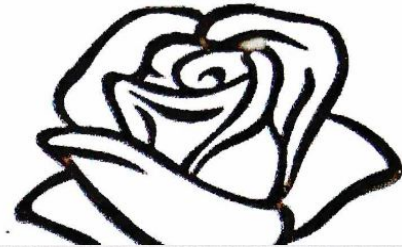
Student Work Analysis

Student 2

The RED Rose

Focus Sound: e at the end

Jake got a pot. "I will set it in the sun,"
said Jake. In time, a stem
came up from the mud. It
was the size of a pod.



Student Work Analysis

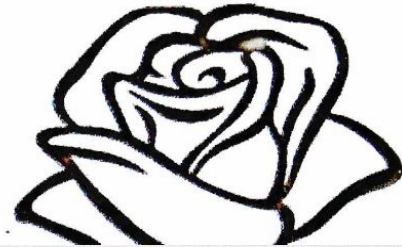
Student 2

The RED Rose

Student 2 made no errors.

Focus Sound: e at the end

Jake got a pot. "I will set it in the sun,"
said Jake. In time, a stem
came up from the mud. It
was the size of a pod.



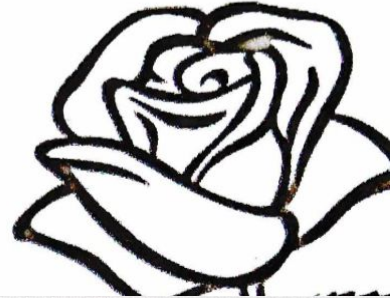
Student Work Analysis

Student 3

The RED Rose

Focus Sound: e at the end

Jack ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Jake got a pot. "I will set it in the sun,"
said Jack. In time, a stem ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
came up from the mud. It ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
was the size of a pod.



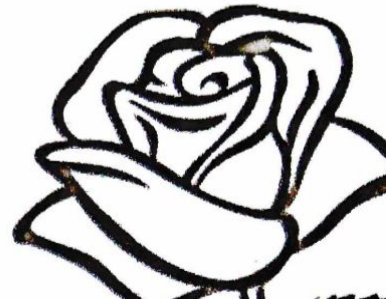
Student Work Analysis

Student 3

The RED Rose

Focus Sound: e at the end

Jack ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Jake got a pot. "I will set it in the sun,"
said Jack. In time, a stem ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
came up from the mud. It ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
was the size of a pod.



Student 3 was not consistent with errors.

- Incorrectly read 3 of the words with the e at the end.
- Correctly read 2 words with the e at the end.



Student Work Analysis

The RED Rose

Student 4

Focus Sound: e at the end

Jake got a pot. "I will set it in the sun,"
said Jake. In time, a stem
came up from the mud. It
was the size of a pod.



Student Work Analysis

The RED Rose

Student 4

Student 4 made no errors.

Focus Sound: e at the end

Jake got a pot. "I will set it in the sun,"
said Jake. In time, a stem
came up from the mud. It
was the size of a pod.



Small Group Data Analysis

Student #	# of Errors	Accuracy	Student Misconceptions
1	5		Hasn't mastered the e at the end of a word.
2	0		No misconceptions noted.
3	3		The student was not consistent with mistakes. Incorrectly read 3 of the long vowel sounds.
4	0		No misconceptions noted.

Learning Community Guiding Questions

What do we want students to know?	Reading Standards for Foundational Skills Phonics and Word Recognition c. Know final -e and common vowel team conventions for representing long vowel sounds.
How will we know if they learned it?	The teacher will utilize a running record as a formative assessment to assess student progress.
What will we do when student have not learned it?	Student 1 and student 3 will need explicit reteaching on the skill.
What will we do when students have already learned it?	Student 2 and student 4 will benefit from extension activities.

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How can the Learning Community Support Teacher A?

With the help of the Literacy Learning Community, Teacher A will:

- identify strategies to support students 1 and 3 with mastery of foundational reading standard,
- identify extension opportunities for students 2 and 4,
- test these strategies and collect additional data, and
- analyze the new data and make decisions about next steps.

The cycle will continue until the goal is met.



Reflection

1. How are Learning Communities currently structured in your school or district?
2. What resources are used to ensure continued collaboration around student achievement?
3. How do you plan to utilize Learning Communities to support the effective implementation of literacy practices?



Resources and References

The Center for Development and Learning and Louisiana Department of Education (2021) K-2 PLC Guide

Glass and Power (2020) A Leader's Guide to Reading and Writing in a PLC at Work: Elementary

Martin, E and May, L. (2020) Reading and Writing Instruction for Pre-K Through First Grade Classrooms in a PLC at Work

Regional Education Laboratory West (2019) Using Inquiry Cycles in PLCs to Improve Instruction

