

Leading Continuous Reading Improvement Within a Schoolwide System

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





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Lead for Literacy Workshop Session

- **Focus Areas**

- Introduction to Lead for Literacy Center (L4L)
- L4L Framework & Technical Assistance Model
- Deep Dive: L4L Framework Navigator

- **Session Activities**

- Explore the L4L Framework Navigator and how it supports your technical assistance and school improvement work
- Discuss how the L4L Framework Navigator can assess readiness and initiate a continuous improvement cycle



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Introducing The Lead for Literacy Center



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The Lead for Literacy Center (L4L)

- **Our Partnerships**

- OSEP, Boston University, AIR, CTL-University of Oregon, The Meadows Center, National Association of Elementary School Principals (NAESP)

- **Our Mission**

- Build the capacity of elementary school and district leaders to **recognize** evidence-based literacy practices and to **facilitate** their implementation through **identifying** and **supporting** instruction and intervention programming and professional learning

- **Our Focus**

- **Evidence-based** literacy skills/concepts and instructional leadership skills



Framing the Current Context

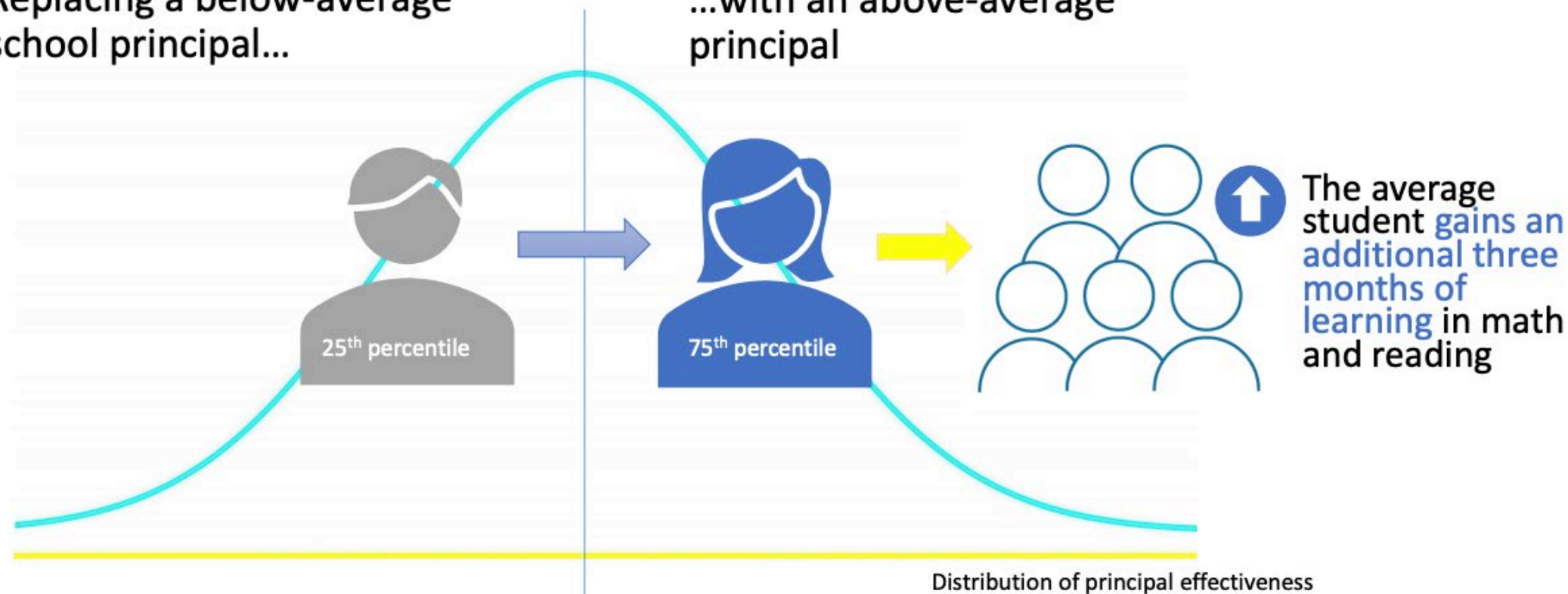
- Reading development is complex
- Reading proficiency is an equity issue
- Scientists have studied reading for a long time and have demonstrated effective teaching and assessment practices to foster reading success for all students
- The pandemic only exacerbated existing gaps in performance



Importance of School Leaders

Replacing a below-average school principal...

...with an above-average principal



Lead for Literacy Theory of Change

01

If we take the following actions...

- Provide high-quality training institutes,
- Collaborate with partners to align work, and
- Provide resources and technical assistance to support the implementation of MTSS-R,

02

We will achieve the following changes...

- Increased district/schools' implementation fidelity of the components of MTSS-R,
- Improved effectiveness of instruction, intervention, assessment, and professional learning, and
- Data-based decision making by collaborative teams,

03

That we anticipate will lead to the following outcomes...

- High-quality instruction and intervention leading to increased student achievement and
- High-quality multi-tiered system of supports leading to reduced referrals for special education evaluation.



L4L Framework & Technical Assistance Model



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Lead for Literacy Framework



L4L Framework Navigator

- 5 framework elements
- 28 topics
- 85 indicators of success

★ Instruction and Intervention		
Instruction and intervention includes programs, practices, and materials with documented efficacy, which are drawn from evidence-based findings and align with goals and standards. Successfully implementing this element will help support the full range of learners.		
RATING	INDICATOR OF SUCCESS	NOTES
Instructional Time		
To adequately prioritize and protect instructional time for reading, school leaders should design and implement a master schedule that allocates time and resources for reading instruction across all tiers of instruction. There also should be sufficient time allocated for delivering evidence-based reading instruction through the use of evidence-based practices.		
	Reading is a schoolwide priority.	
	Administrators (principals, vice principals) are familiar with the reading research base and five components of reading: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.	
	The master schedule allows adequate time/resources for all tiers of instruction.	
	Instructional time is allocated to address the five essential components of reading instruction.	
Instructional Quality		
High-quality reading instruction involves the use of evidence-based practices in all tiers of instruction. It also includes providing opportunities for students to actively participate in all tiers of instruction.		
	K-5 teachers provide reading instruction that is explicit and systematic for all tiers.	

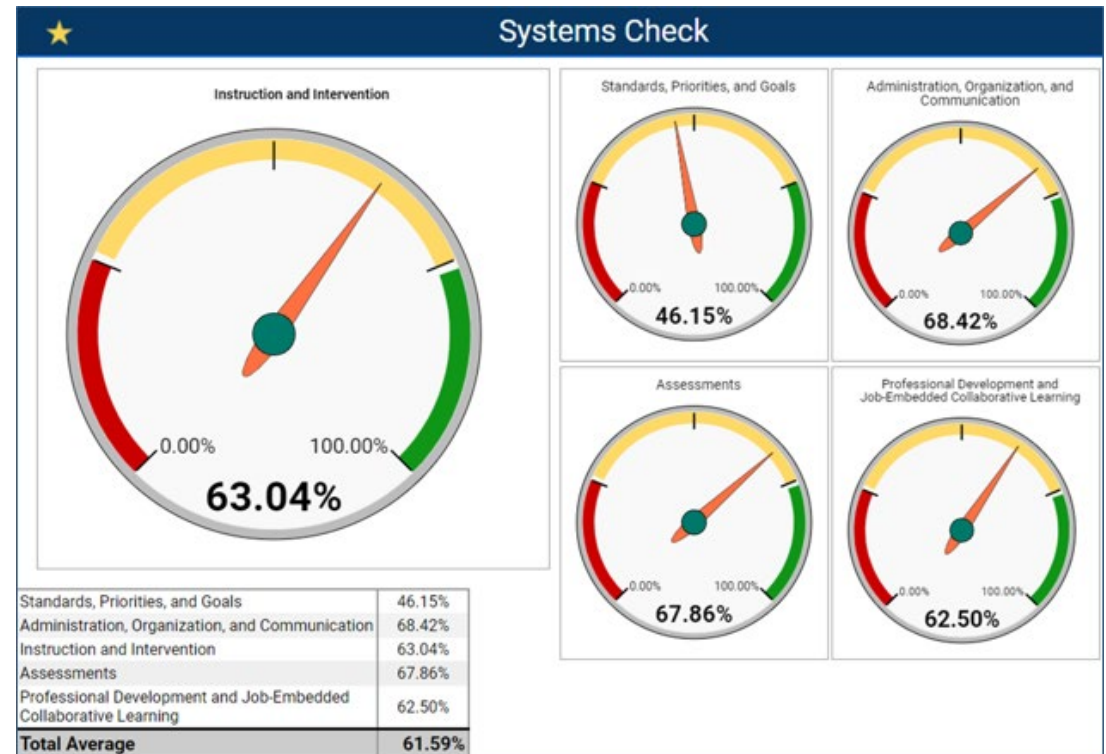
<https://leadforliteracy.org/framework-navigator>



L4L Framework Navigator Systems Check

What is the health of your schoolwide reading system?

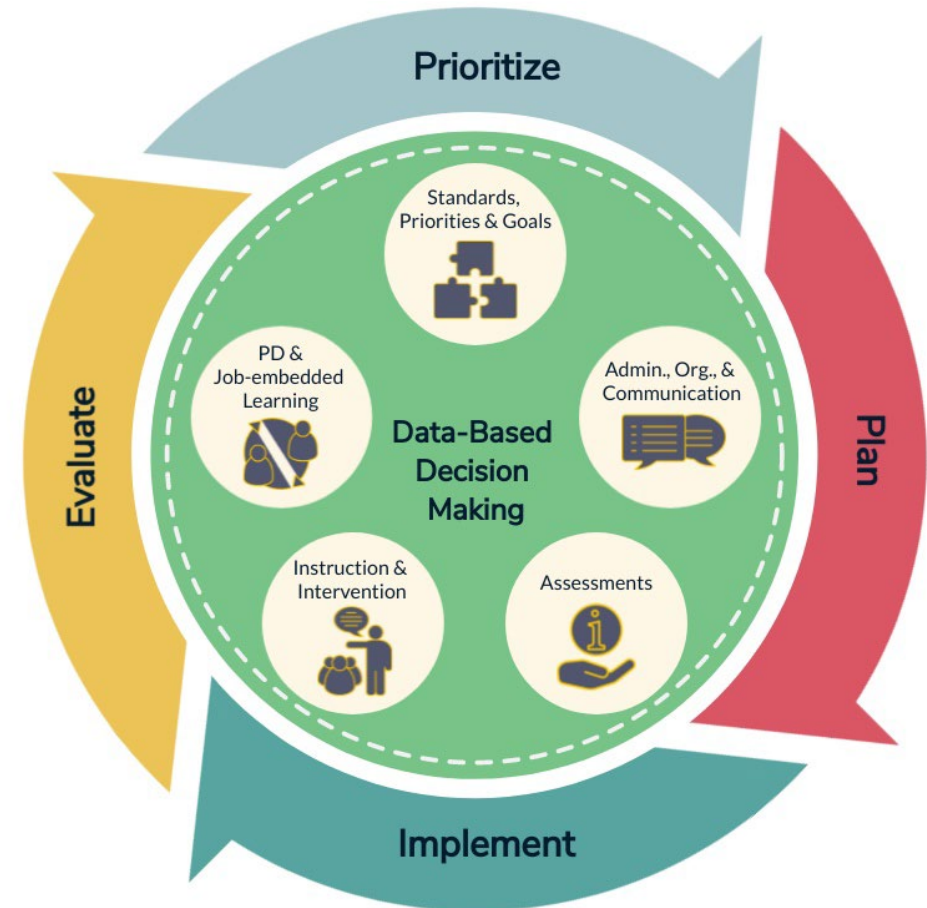
The Framework Navigator Systems Check helps schools identify areas of strength and areas of focus.



Establish a Process for Implementing an Effective Multi-Tiered Systems of Support in Reading (MTSS-R)

Steps in the Continuous Improvement Process

1. Evaluate
2. Prioritize
3. Plan
4. Implement



Lead for Literacy Technical Assistance

Universal

- **Focus of support:**
 - *Awareness* of evidence-based literacy & leadership skills and concepts
 - Website, tools, resources, webinars, & conference presentations

Targeted

- **Focus of support:**
 - *Knowledge building* of framework elements among school teams
 - 6-session virtual literacy leadership institute
 - Access to Learning Management System

Intensive

- **Focus of support:**
 - *Implementation & application* of framework/knowledge among institute participants
 - Virtual consultation
 - Access to Learning Management System



Engaging State Partners to Align and Sustain the Work

- **Target Audience:** Administrators & elementary school-based leadership teams
- **Entry Point:** SEAs or regional service agencies (i.e., Comprehensive Centers, RELs, BOCES)
- **Goal:** Align our content to existing literacy frameworks & initiatives!
- **Objectives:**
 - *Developing knowledge & capacity* to implement evidence-based literacy practices
 - *Evaluating & planning* elements of high-quality, literacy focused educational programming among school-based teams



Standard Institute Structure

Session	Professional Learning Scope & Sequence <i>Each Zoom Session = 2.5 Hours</i>
Session 1	Lead for Literacy Framework Overview & Literacy Leadership
Session 2	Core Instruction (Tier I)
Session 3	Intervention (Tier II/Tier III)
Session 4	Assessment Systems
Session 5	Professional Learning Systems
Session 6	Action Planning for Continuous Improvement



Adapting Our Targeted TA Approach



- Ohio Department of Education (ODE)



- Massachusetts Department of Elementary & Secondary Education (DESE)
 - DESE Lead for Literacy Institute Grant





Training of Trainers – ODE Literacy Leads

- 3 Cohorts of OH Participants
 - Cohorts 1 and 2
 - L4L Institute facilitated by Center staff
 - Cohort 1 statistics:
 - 22 districts (school leaders); ~45 participants; support provided by RELs
 - Cohort 2 statistics:
 - 13 districts (school teams); ~75 participants; support provided by RELs
 - Cohort 3
 - ToT institute model
 - ODE Literacy Leads facilitated sessions with L4L support
 - Cohort 3 Statistics:
 - 10 districts (school teams); ~65 participants; support provided by L4L and ODE
 - Additional *Keeping Connected* sessions provided by ODE Literacy Leads between institute sessions





Team-Based District Literacy Action Plans

- Partnership with Department of Elementary and Secondary Education (DESE).
- 13 local education agencies received funding (Requirement: 3 elementary schools or fewer).
- Teams comprised of at least one district level leader, one school administrator, and 3 elementary teachers.
- Grant required creation of district literacy action plan, submitted to DESE.
- Framework Navigator adapted to include action planning and in-between session next steps.
- Seventh (capstone) session & virtual coaching sessions added to help teams complete & communicate action plans.



Deep Dive: L4L Framework Navigator

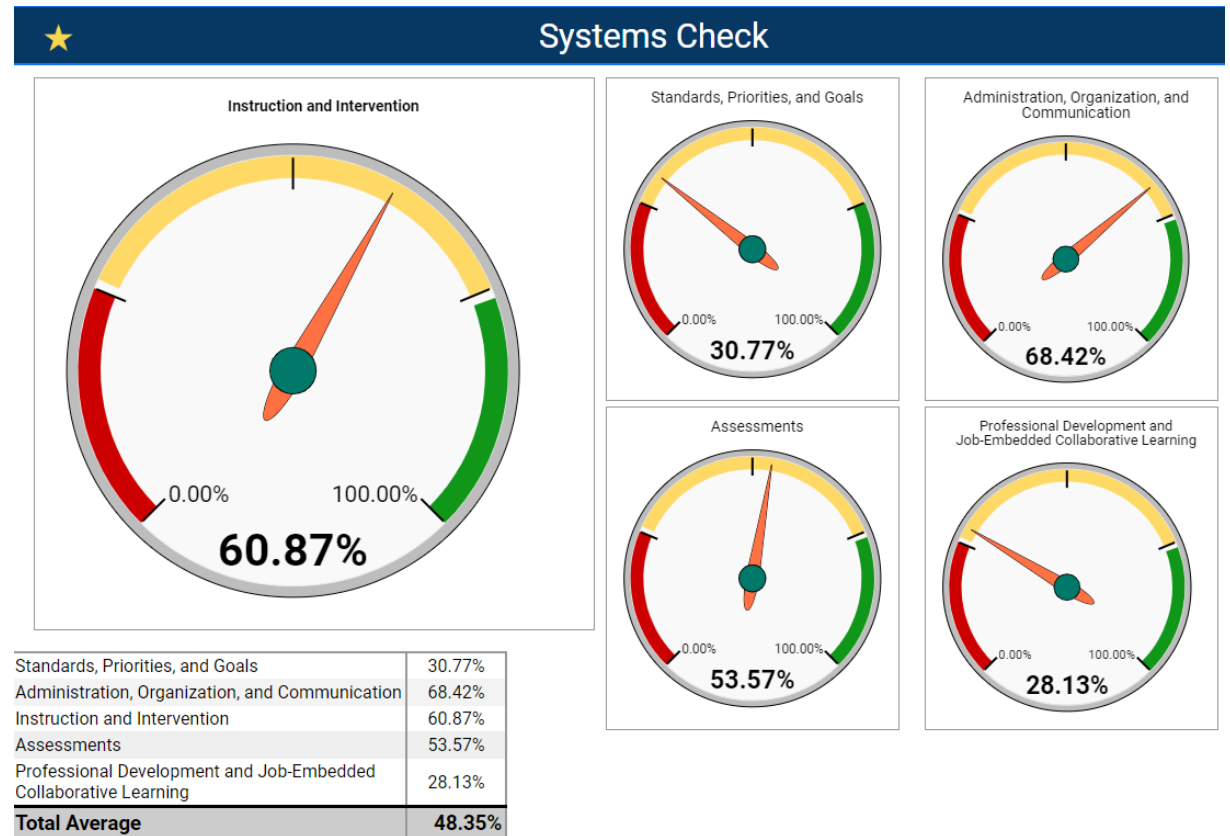


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The Framework Navigator: Evaluation & Prioritization Components

★ Framework Navigator: Instruction and Intervention			
Please rate each of the following: 0 (not yet evident); 1 (developing); 2 (established)			
RATING			INDICATOR OF SUCCESS
0	1	2	
Tier II (Intervention) Instruction			
			Tier II (Intervention) instruction occurs in small groups in addition to Tier I (Core) instruction.
			Tier II Intervention is evidence-based (explicit and systematic on up to 3 foundational skills using a standardized program or practice with fidelity).
			Multiple types of assessment data are used to determine the focus of Tier II (Intervention) instruction.
Tier III (Intensified Intervention) Instruction			
			Tier III instruction occurs daily based on Tier III intervention plan
			Intensive intervention is evidence-based (explicit and systematic on up to 3 foundational skills using standardized programs and intensified practices.)
			Intensive intervention provides opportunities for extensive practice and high-quality feedback.
			Instructional supports are integrated throughout the intensive intervention based on student individual needs
			Multiple types of assessment data are used to determine the focus of Tier III (Intensive Intervention) instruction.



Accessing the L4L Framework Navigator

1. Visit the Lead for Literacy website:
<https://leadforliteracy.org/framework-navigator>
2. Find the Navigator under Lead for Literacy Framework -
→ Framework Tools.
3. Access the Navigator through Google Sheets or download as a PDF.



Lead for Literacy Framework

Framework Navigator

The Lead for Literacy (L4L) Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might work toward. This tool can help inform action planning with school teams.

Directions

1. Review the elements of the L4L Framework.
2. Make a copy of the Framework Navigator to share with your team. Choose between the PDF or Google Sheet.
3. Determine the level of implementation in your school for each component and rate from 0 to 2 (0, not yet evident; 1, developing; and 2, established).
4. Discuss with your school team areas that are strongly implemented and strategies for scaling that implementation. Also discuss any areas for growth in the school.

L4L Framework Navigator
Google Sheet

L4L Framework Navigator
PDF



Workshop Activity (Individual): 10 minutes

- Identify Your Assigned Framework Element to Explore
- Guiding Questions:
 - What are the topics within your element?
 - What are sample indicators of success? What key structures do they address?
 - How is the Framework Navigator relevant to your current role and work that you do?



Workshop Activity (Partners): 10 minutes

- Meet with another individual who explored a different framework element
- Share notes on your Framework Element
- Guiding Questions:
 - What are the topics within your element?
 - What are sample indicators of success? What key structures do they address?
 - How is the Framework Navigator relevant to your current role and work that you do?



Workshop Activity: 10 minutes

- Meet with another individual who explored a different framework element
- Share notes on your Framework Element
- Guiding Questions:
 - What are the topics within your element?
 - What are sample indicators for success? What key structures do they address?
 - How is the Framework Navigator relevant to your current role and work that you do?



Workshop Share Out: 10 minutes

- Whole group Share out
- How does the Framework Navigator support your current role and work that you do?
 - TA centers?
 - PD providers
 - SEA personnel?
- What questions do you still have about the Framework Navigator?
How can L4L help?



Workshop Wrap-up



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Pause and Process

- What is one strategy or idea that you can “take with you” today after learning about our institute and the Framework Navigator?



Key Takeaways

- To provide exceptional instructional leadership and support to teachers and students in their buildings, principals need access to **high-quality, job-embedded professional learning and development**.
- The **Lead for Literacy Center (L4L)** offers literacy leaders at the state, district, and school level **principal-focused professional development** that is designed to drive the **continuous improvement of comprehensive schoolwide reading systems**.
- The **L4L Framework Navigator** is a valuable tool to initiate and sustain continuous improvement.



Resource Spotlight

- Lead for Literacy Center(L4L) website
 - Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.
 - <https://leadforliteracy.org/>





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