

Shining a  
Light on  
Literacy

Growing Literacy  
Leaders from Preservice  
through Inservice

# Session

- Introduction
  - Importance of literacy and strong school leadership
- Supporting *in-service* school leaders
- Supporting *pre-service* school leaders
- Reflection and planning

# Panel Presenters

- Nancy J. Nelson, PhD: Lead for Literacy Center
- James McLeskey, PhD: CEEDAR Center
- Melinda Leko, PhD: CEEDAR Center
- Lauren Artzi, PhD: Lead for Literacy Center

# Importance of Literacy and Strong School Leadership

# Disconnect Between Research and Practice

- Despite strong evidence for the use of particular instructional practices, those ***practices are not regularly used in classrooms*** (Cook & Cook, 2011; Kent et al. 2012; Nelson-Walker et al., 2013)
- In her testimony to Congress, Shaywitz (2014, 2015) observed that ***we did not have a “knowledge gap”*** when it comes to understanding how to solve the epidemic of reading failure across the US, including reading problems caused by dyslexia.
- Shaywitz asserted that ***we had an “action gap”*** such that this robust and definitive scientific knowledge base is not finding its way effectively into policy and practice.

# Why Is This a Problem?

## 2017 National Assessment of Education Progress (NAEP) Reading

37% 4<sup>th</sup> graders scored at or above “proficient” level

12% of 4<sup>th</sup> graders with disabilities scored at or above “proficient”

## 2019 National Assessment of Education Progress (NAEP) Reading

35% 4<sup>th</sup> graders scored at or above “proficient” level

12% of 4<sup>th</sup> graders with disabilities scored at or above “proficient”

This means nearly two-thirds of fourth-grade students, and almost **90% of fourth grade students with disabilities** are not meeting expectations for reading performance, and **performance is not improving**

# How Do We Get There?

- **Know** and **implement** the science of reading.
- Use **data** to guide instruction.
  - Screening and progress monitoring data
  - Instructional implementation data
- Select and implement **evidence-based programs and practices**.
  - Other things *may* work, but the consequences of students not learning to read isn't work the risk.
- **Commit** to improving student reading outcomes, even if it means changing practice in ways that are uncomfortable at first.
  - Learning new things isn't easy! If it were, many more students might be able to read.

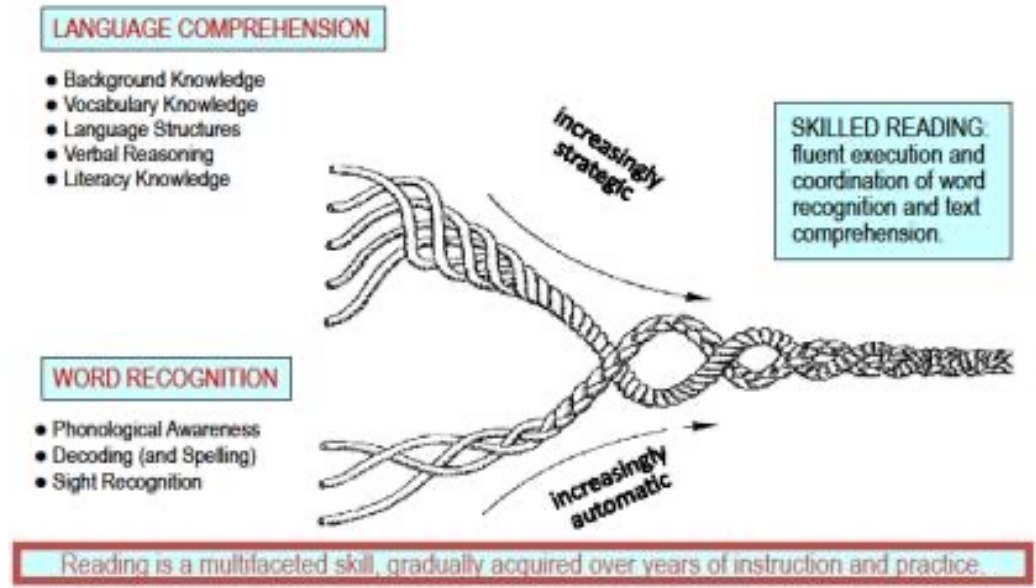
# The Science of Reading (simplified)

- Research is **crystal clear** that students need to be explicitly and systematically taught phonics
  - National Reading Panel (2000); Snow, Burns, & Griffin (1998); a plethora of publications since these seminal pieces were released
- Phonics is not taught at a **cost** to vocabulary and comprehension; it is taught in conjunction with other reading skills to support overall reading achievement
- Curriculum maps (not publisher-specific) work as a supplement to state standards to match instruction to the science behind reading development.



# Simple View of Reading

## Scarborough's Reading Rope (2001)

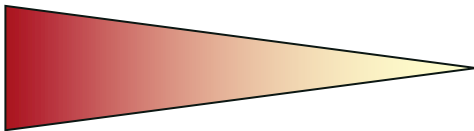
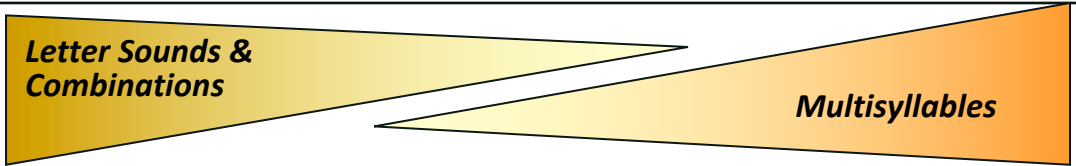
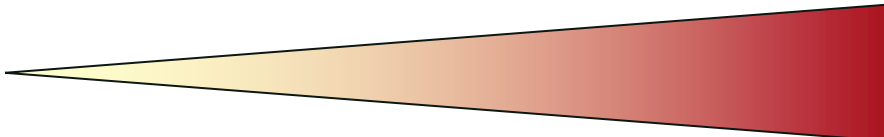
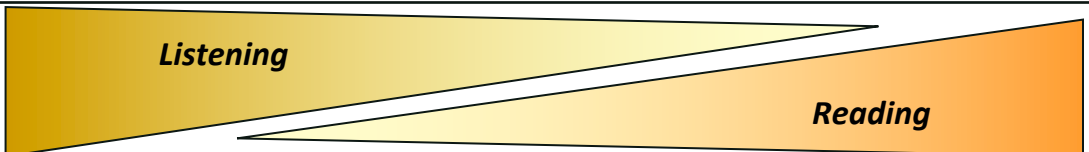
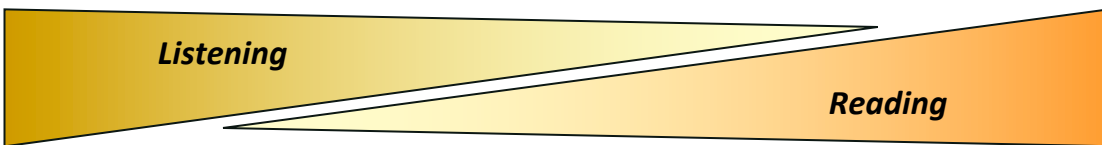


The Simple View formula presented by Gough and Tunmer (1986) is:

**Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)**

The Simple View allows partial independence between decoding and comprehension skills

# Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				

# Leaders Matter...

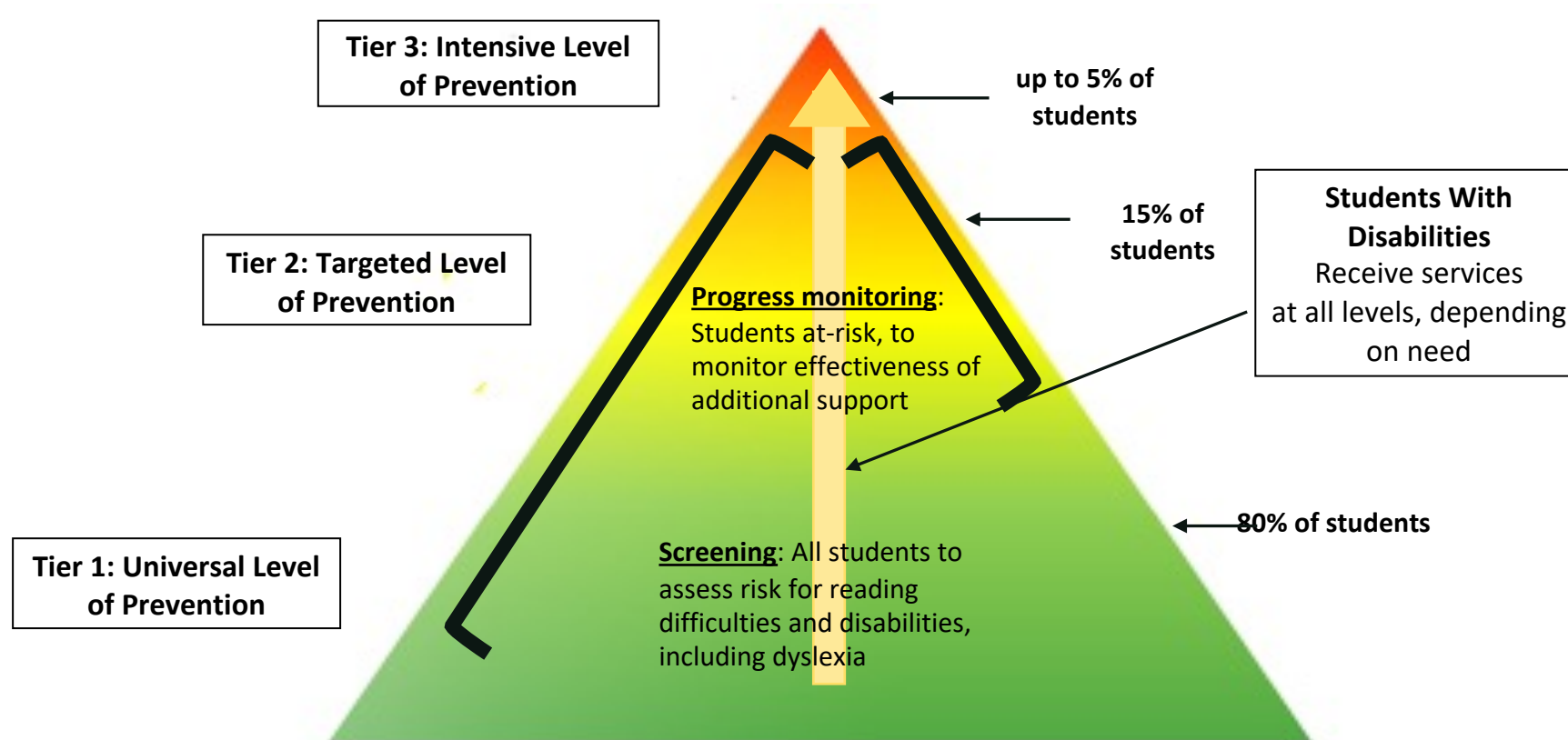
# 2<sup>nd</sup>

only to teachers  
in school-level impact on student learning

What systems and evidence-based practices need to be in place to support improved reading outcomes for all students?

# Using MTSS to Implement Instruction & Assessment

MTSS provides a structure of support for ALL students, including students with or at risk for disabilities!



# Leaders Need to Know

- **What students need to be successful readers:**
  - Literacy Content:
    - The simple view of reading (SVR) and five “big ideas”
  - Literacy Delivery:
    - Features of effective instruction and intervention
  - Literacy Intensity:
    - Multi-Tiered Systems of Support (MTSS) and the use of data to inform decisions about instruction and intervention

Lead for Literacy Center

# Supporting School Leaders

# Lead for Literacy: Supporting Elementary School Leaders

Council for Exceptional Children (CEC) Conference 2020  
Portland, Oregon



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[leadforliteracy.org](https://leadforliteracy.org)

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Center on Teaching & Learning



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Institutional  
Collaboration

# Lead for Literacy Center Purpose

To provide ***technical assistance*** (TA) for ***school leaders*** on instructional content and leadership skills to ***improve teacher implementation of evidence-based literacy practices*** and literacy skills of ***students with, or at risk for, literacy-related disabilities***.

# Acknowledgements

## **L4L Executive Leadership**

- Hank Fien, Director
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- Lana Santoro, Co-Principal Investigator

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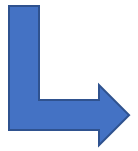
## **Partners**



The Meadows Center  
FOR PREVENTING EDUCATIONAL RISK

# Who does the L4L Center target?

- LEAs and school leaders who support teachers in implementing evidence-based literacy practices



Teachers who work with these students to improve their capacity to implement with fidelity evidence-based literacy practices



Students who are at risk of not attaining full literacy skills due to a literacy-related disability

- Regional TA centers as levers of change and sustained implementation

# What does the L4L Center focus on?

Building capacity for leaders to *recognize* evidence-based literacy practices and to *facilitate implementation* through identifying and supporting instruction and intervention programming and professional development, including coaching.

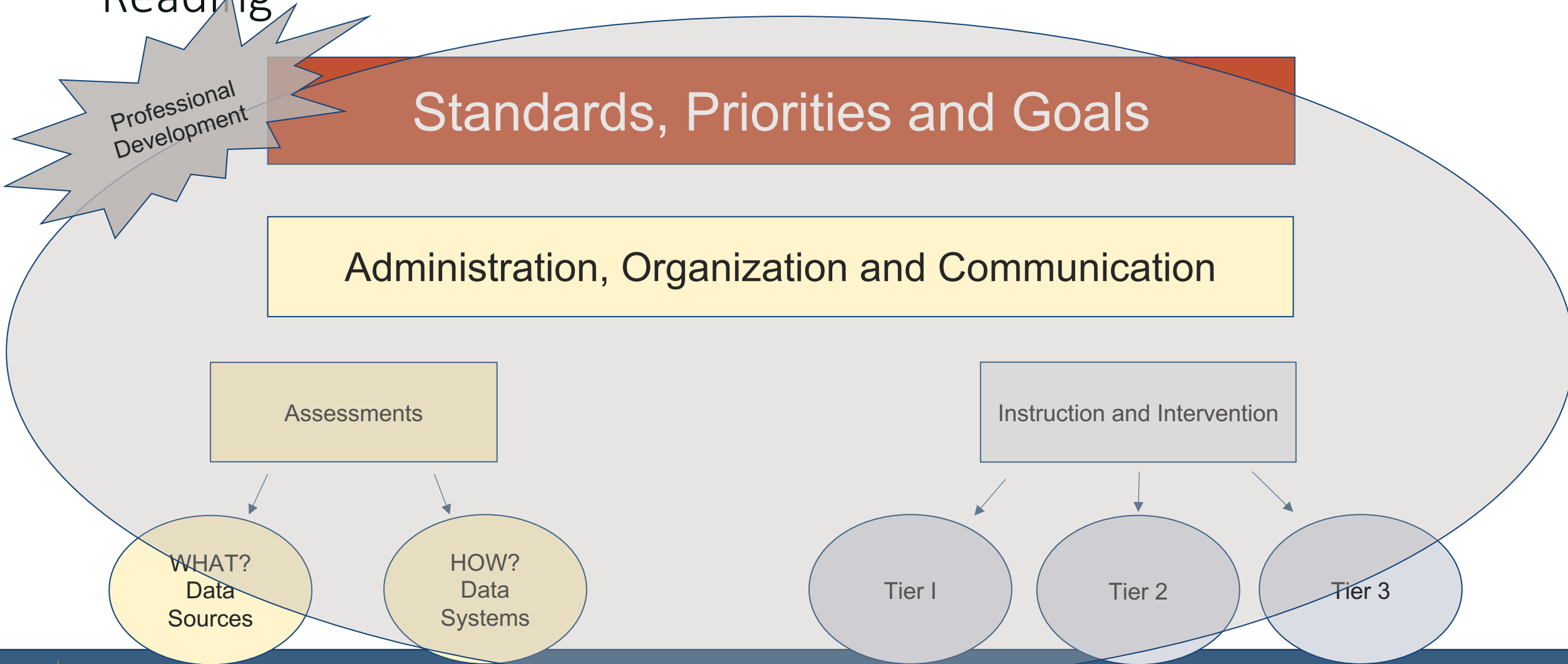
# What are L4L Center activities?

Today

- Universal TA
  - Website, tools, documents, instructional modules, webinars
  - Regional and national conference presentations
  - Intended to *build awareness*
- Targeted TA
  - Targeted training institutes for LEAs
  - Region- or state-based events intended to *build knowledge*
- Intensive TA
  - On-site coaching to school-building leaders in select LEAs intended to support *changes to practice*

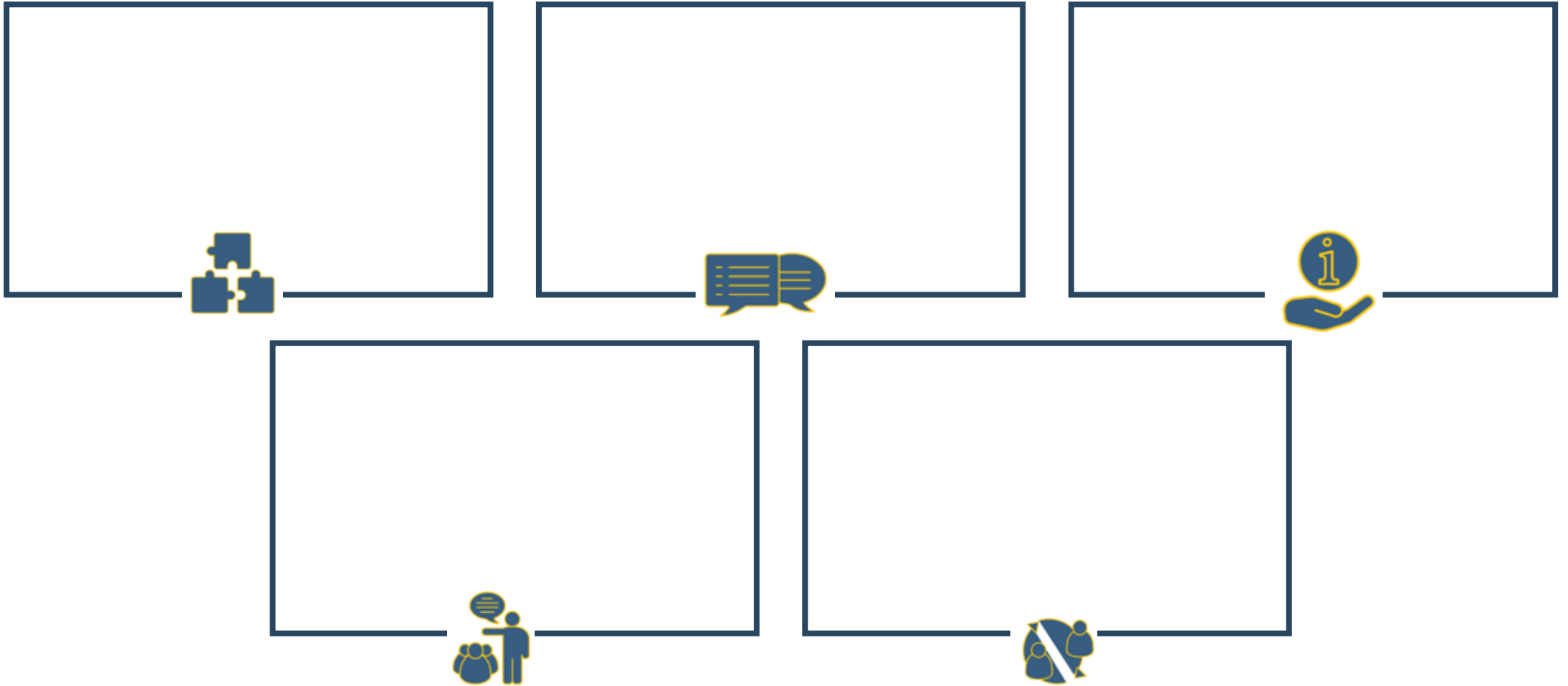
What is the *Lead for Literacy Center* Framework?

# Elements of an Effective Multi-Tiered System of Support in Reading





# Lead for Literacy Framework Elements



# Types of Professional Development

**Professional  
Learning  
Communities**

**Coaching**

**Workshops**



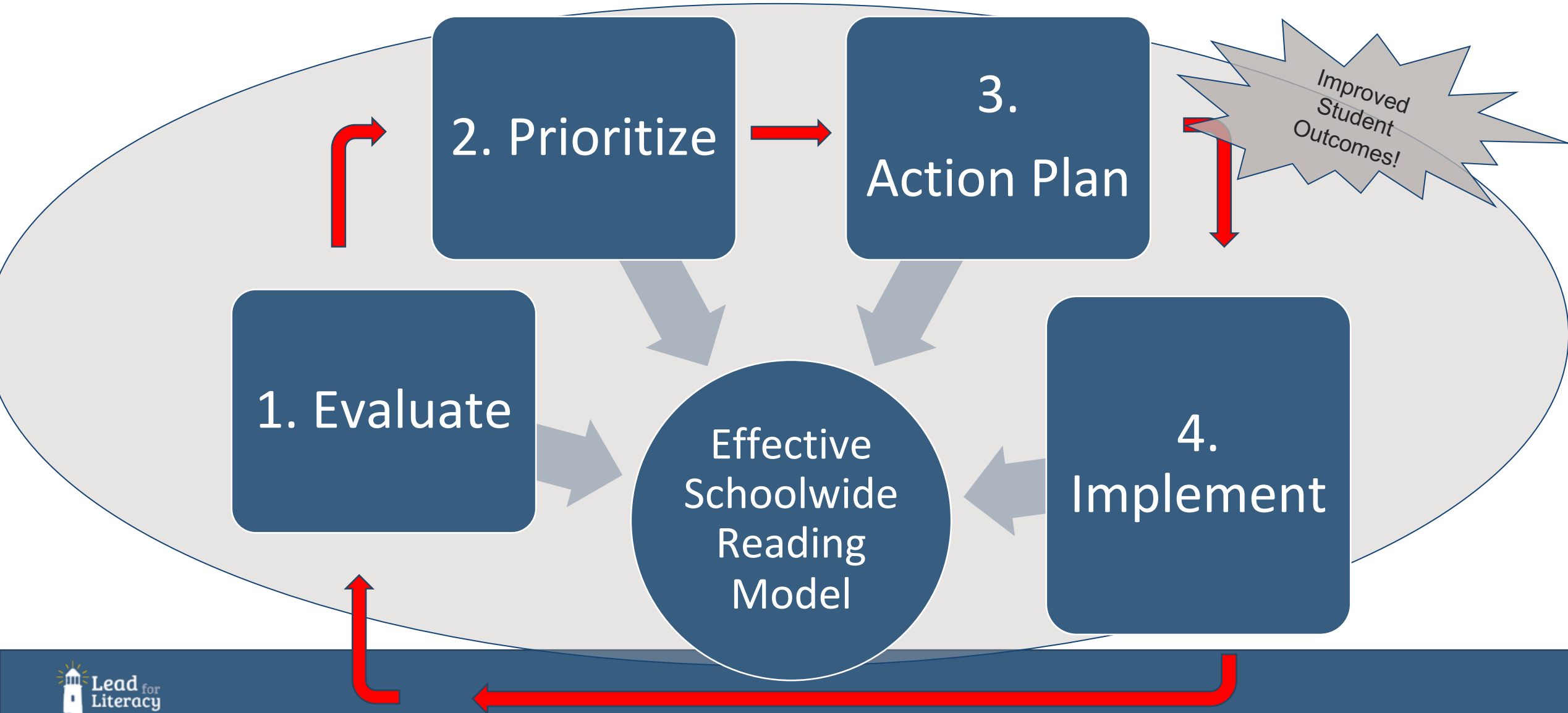
# Creating a Culture of Continuous Improvement

“The last piece of advice I would give to an administrator would be to never be satisfied with your school or district’s current level of performance. There is always room for improvement! An effective administrator continuously works with staff to reflect on the successful implementation of MTSS and how to make the system even more efficient and effective for students.”

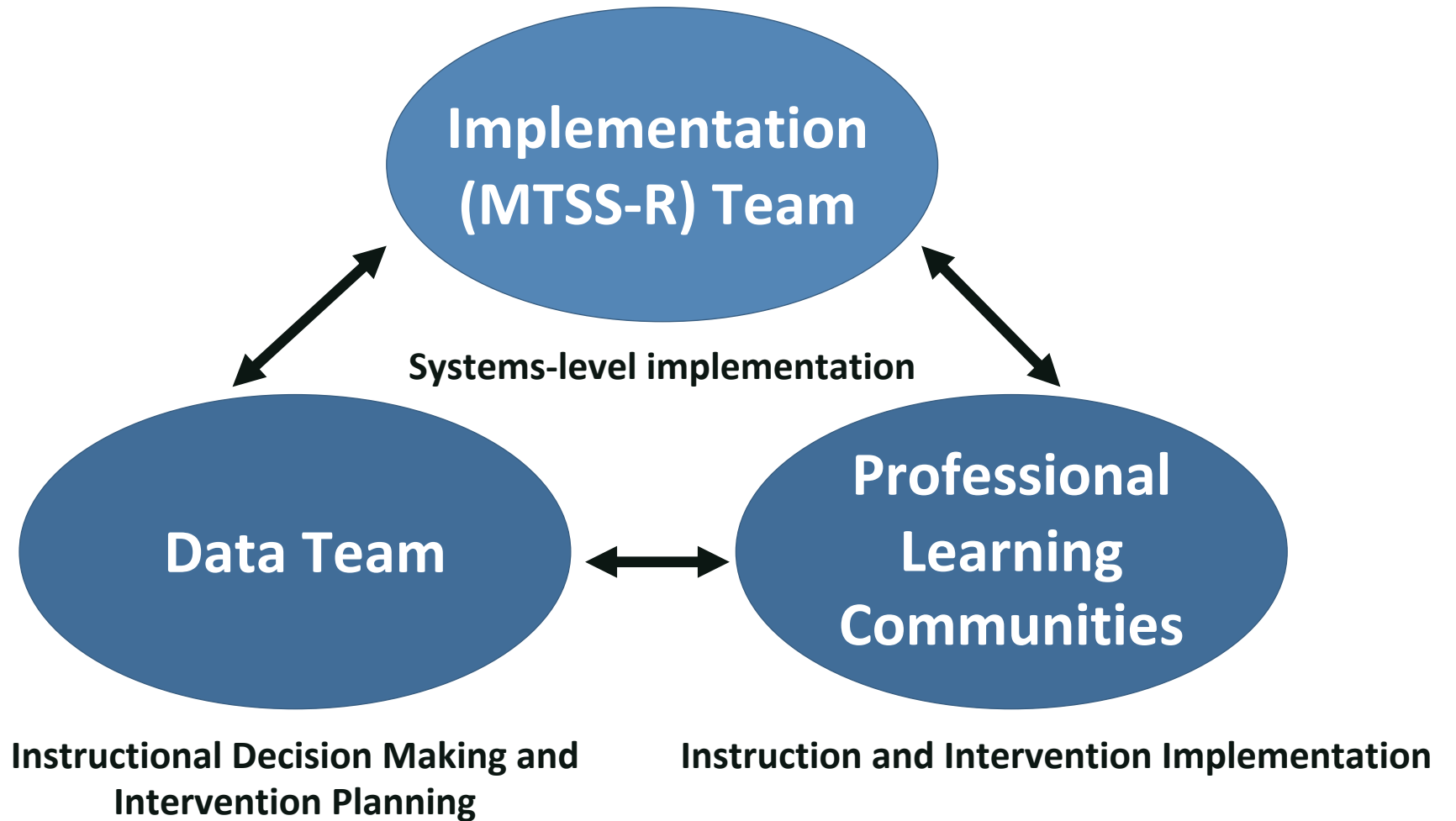
~Paul Elery Principal Harvard Elementary School / Franklin Pierce School District



# Process for Implementing an Effective Multi-Tiered System of Support in Reading



# School-based Teams



# Diversify Leadership Roles

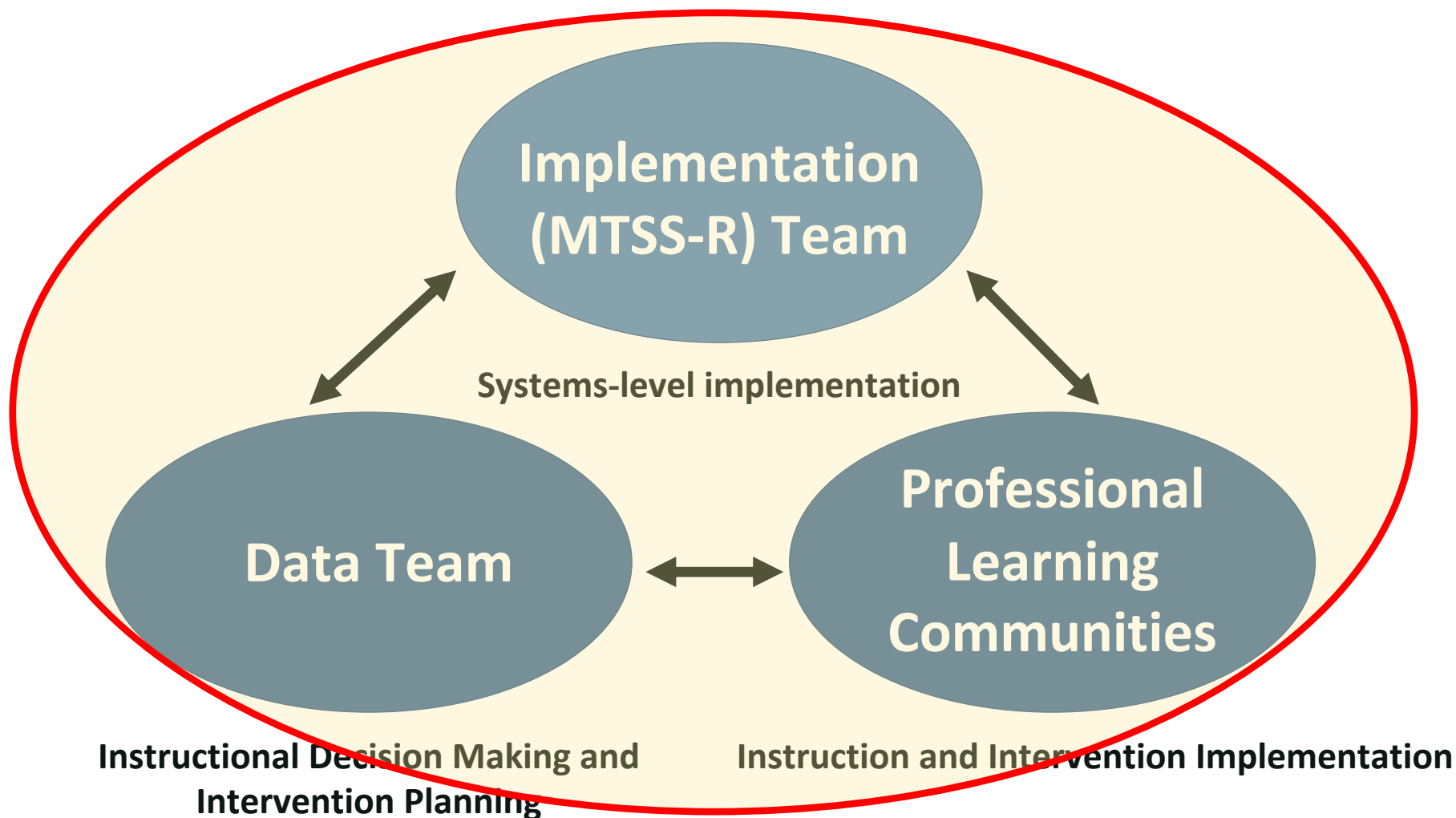
Engaging others as leaders in the work:

- Generates buy-in
- Improves the likelihood of sustainability
- Helps to address turnover so the work is not dependent on one person

**“Everyone is a leader, Everyone is a learner”**

-Leading by Convening

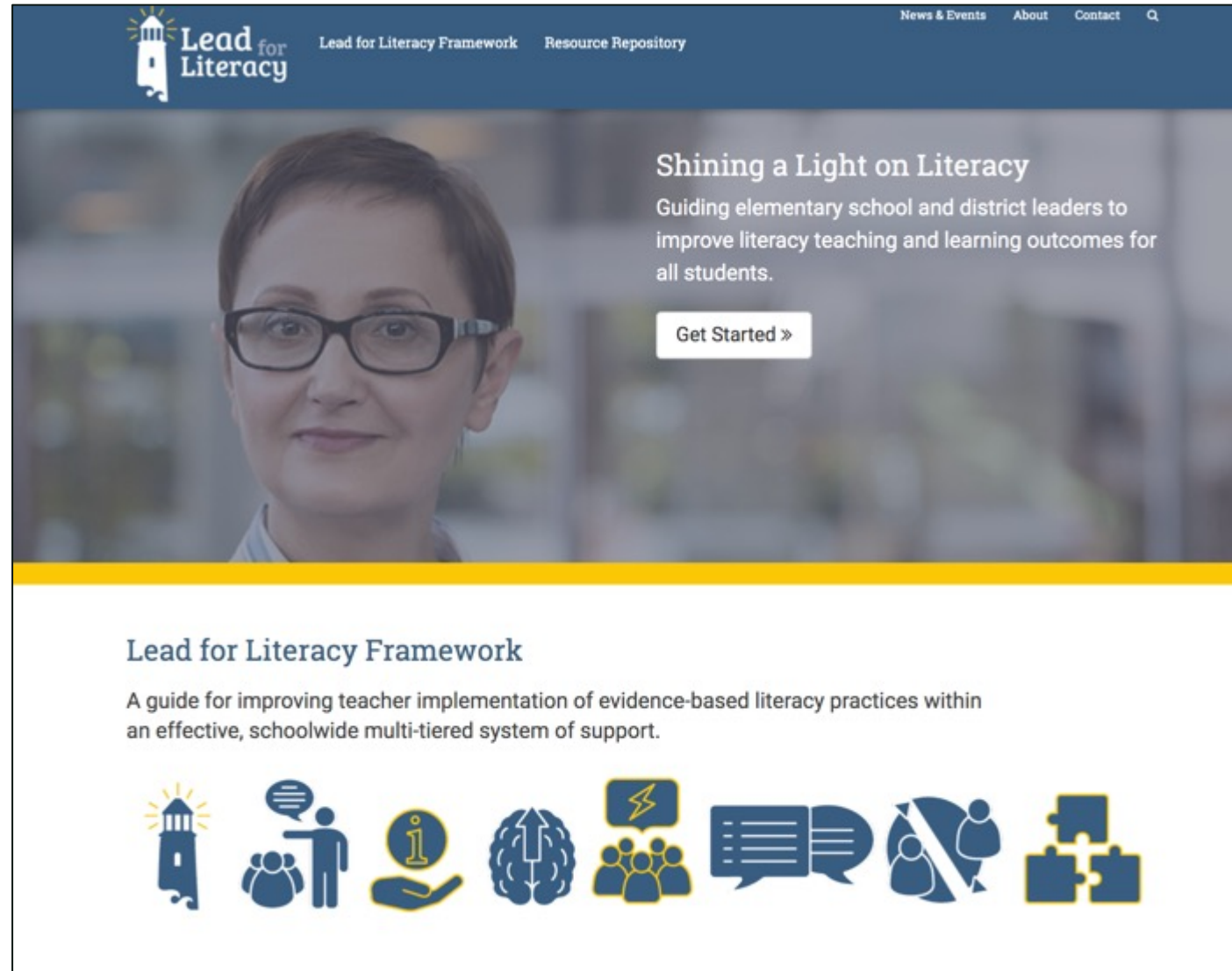
# Leadership Facilitates and Coordinates Implementation



# Lead for Literacy Website

<https://leadforliteracy.org/>

<https://leadforliteracy.org/resource-repository>





# Website Exploration: Framework Pages

- <https://leadforliteracy.org/framework>
- About the framework
- Elements of the framework
  - Descriptions of each element
  - Relevant topics, indicators of success, and resources

## Lead for Literacy Framework

A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support.

The Lead for Literacy Framework helps school, district and state leaders navigate the process of evaluating, building, implementing, and sustaining evidence-based literacy practices within a comprehensive schoolwide reading model. The Lead for Literacy Framework:

- Relies on and fosters the ability of the principal to serve as an instructional leader;
- Addresses reading failure and reading success from a schoolwide perspective;
- Embraces a prevention framework by intervening early and strategically;
- Builds capacity at state, local, and school-levels through leadership coaching to customize implementation and support using school-based teams.



## Elements of the Lead for Literacy Framework

The Lead for Literacy Framework specifies the elements used to facilitate implementation of a comprehensive schoolwide reading model. The elements are:

# Website Exploration: Resource Repository

- <https://leadforliteracy.org/resource-repository>
- Curated repository made just for district/school literacy leaders
- Websites, tools, videos, guides, activities, and more!
- Search by L4L framework element

## Resource Repository

Find recommended websites, downloads, and videos from reliable sources.

### Filter Resources

Search

#### + By Framework Element

- ☐ Standards, Priorities and Goals
- ☒ Administration, Organization, and Communication
- ☐ Assessments
- ☒ Instruction and Intervention
- ☐ Professional Development and Job-Embedded Collaborative Learning

147 Results

#### 10 Key Reading Practices for All Elementary Schools With Strong Evidence of Effectiveness From High-Quality Research <sup>®</sup>

Source: Meadows Center for Educational Risk/University of Texas at Austin

This document distills the latest research findings into 10 easy-to-follow recommendations that states, school districts, and schools can use to improve elementary students' reading outcomes. Also included are descriptions of what students should know and be able to do at the elementary grade levels.

Instruction and Intervention



CEEDAR Center

# Preparing Leaders

# The CEEDAR Center

Collaboration for Effective Educator Development, Accountability, and Reform

<https://cedar.education.ufl.edu>



Every Student Deserves An Equitable Opportunity To Succeed.

We Help States And Institutes Of Higher Education:



**Reform**

Teacher and Leader  
Preparation Programs



**Revise**

Licensure Standards to  
Align with Reforms



**Refine**

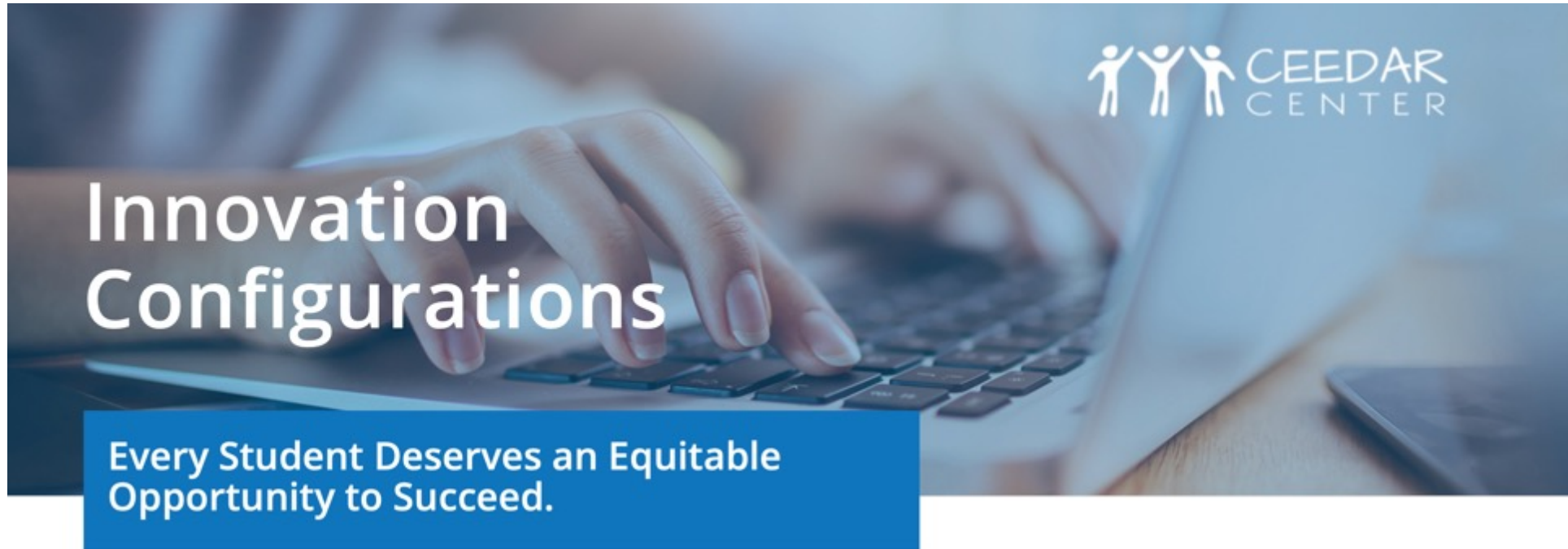
Personnel Evaluation  
Systems



**Realign**

Policy Structures and  
Professional Learning  
Systems

# Innovation Configurations (ICs)



- Promote the implementation of evidence-based practices (EBPs) in teacher and leader preparation
- Evaluate current teacher preparation and professional development (PD) by determining the extent to which EBPs are taught, observed, and applied within teacher preparation and PD programs

# Evidence-based Reading K-5 IC

1.0 Influences on Reading Policy and practice in the U.S.

2.0 Foundational Concepts about Oral and Written Language

3.0 Phonemic Awareness

4.0 Decoding (Instruction and Principles)

5.0 Fluency (Role, Instruction, Assessment)

Innovation Configuration

Evidence-Based Reading  
Instruction for Grades K-5



Holly B. Lane  
University of Florida

October 2014  
CEEDAR Document No. IC-12



# Evidence-based Reading K-5 IC

6.0 Vocabulary (Types, Role, Assessment)

7.0 Comprehension (Instruction and Strategies)

8.0 Explicit and Systematic Instruction

9.0 Organization for Instruction

10.0 Literacy Assessment

Innovation Configuration

Evidence-Based Reading  
Instruction for Grades K-5



Holly B. Lane  
University of Florida

October 2014  
CEEDAR Document No. IC-12

# Evaluation Matrix

Essential Components	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/ demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
<b>4.0 Decoding (Instruction and Principles)</b>					
4.1 - Instruction in phoneme-grapheme correspondences (i.e., correspondence of sounds and letters) for decoding and encoding in the early grades and with struggling readers in later grades.					
4.2- Systematic instructional sequence—easier to more complex, most common letters and letter patterns first (e. g., teach <i>s</i> , <i>m</i> , <i>t</i> , <i>d</i> , <i>a</i> before <i>ch</i> , <i>th</i> , <i>z</i> ).					
4.3 - Evidence-based methods of phonics instruction (e.g., synthetic, analogy, successive blending, manipulatives).					
4.4 - Explicit and direct teaching of decoding skills.					
4.5 - Alphabetic principle, or the insight that letters and sounds work together systematically to form words.					



# Course Enhancement Modules (CEMs)

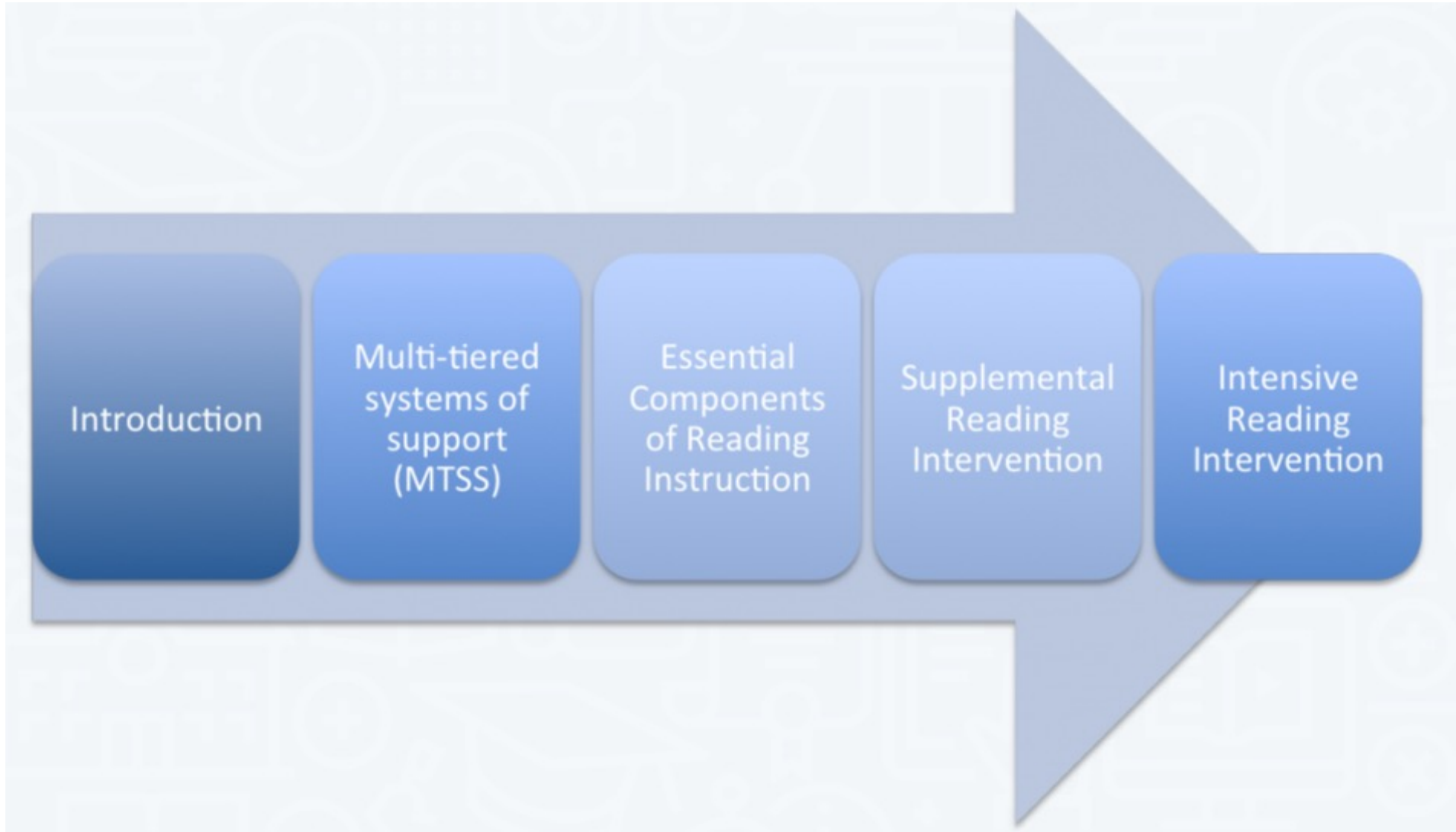


- Knowledge and Use of evidence-based practices (EBPs)
- Resources for faculty and professional development providers
- Teacher and leader preparation at the pre- and in-service levels

# Evidence-based Reading Instruction K-5

- Designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read.
- Intervention practices and assessments that can be integrated within a comprehensive, evidence-based reading intervention program.

# Learning Components



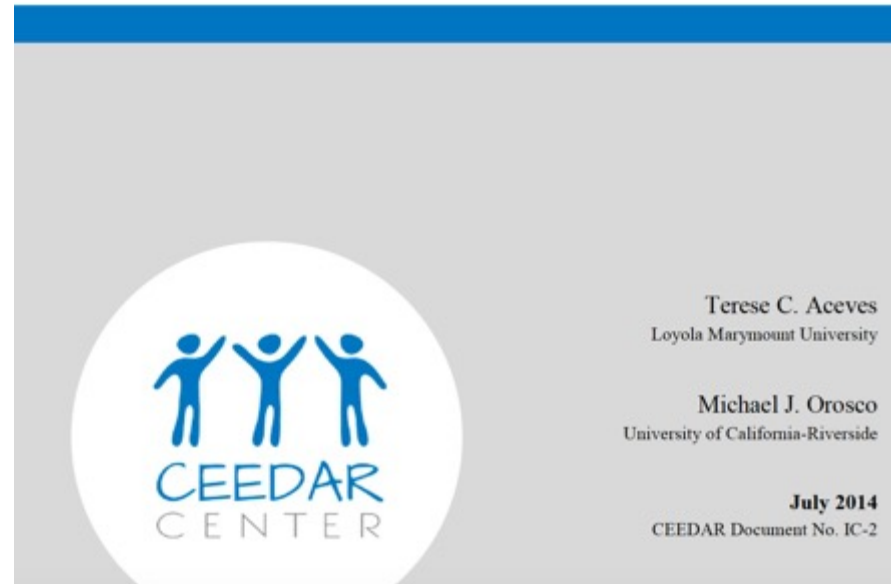
# Let's explore the resources

- <https://cedar.education.ufl.edu/cems/reading/Learning-Resources/>

# Innovation Configuration- Culturally Responsive Teaching

Innovation Configuration

Culturally Responsive Teaching



Handout

# Culturally Responsive Teaching

1.0 Multicultural awareness

2.0 Critical thinking

3.0 Social Justice

4.0 Problem-solving approach

5.0 Culture, language, and racial identity

6.0 Child-centered instruction

7.0 Collaborative teaching

Innovation Configuration

Culturally Responsive Teaching



Terese C. Aceves  
Loyola Marymount University

Michael J. Orosco  
University of California-Riverside

July 2014  
CEEDAR Document No. IC-2

# Culturally Responsive Teaching

8.0 Instructional engagement

9.0 Instructional scaffolding

10.0 Modeling

11.0 Materials

12.0 Responsive feedback

13.0 Assessments

14.0 High expectations

Innovation Configuration

Culturally Responsive Teaching



Terese C. Aceves  
Loyola Marymount University

Michael J. Orosco  
University of California-Riverside

July 2014  
CEEDAR Document No. IC-2

# Culturally Relevant Education CEM



Provides foundational knowledge related to culturally relevant education, including common terms, examples in selected content areas, and information about managing the classroom and individual behaviors

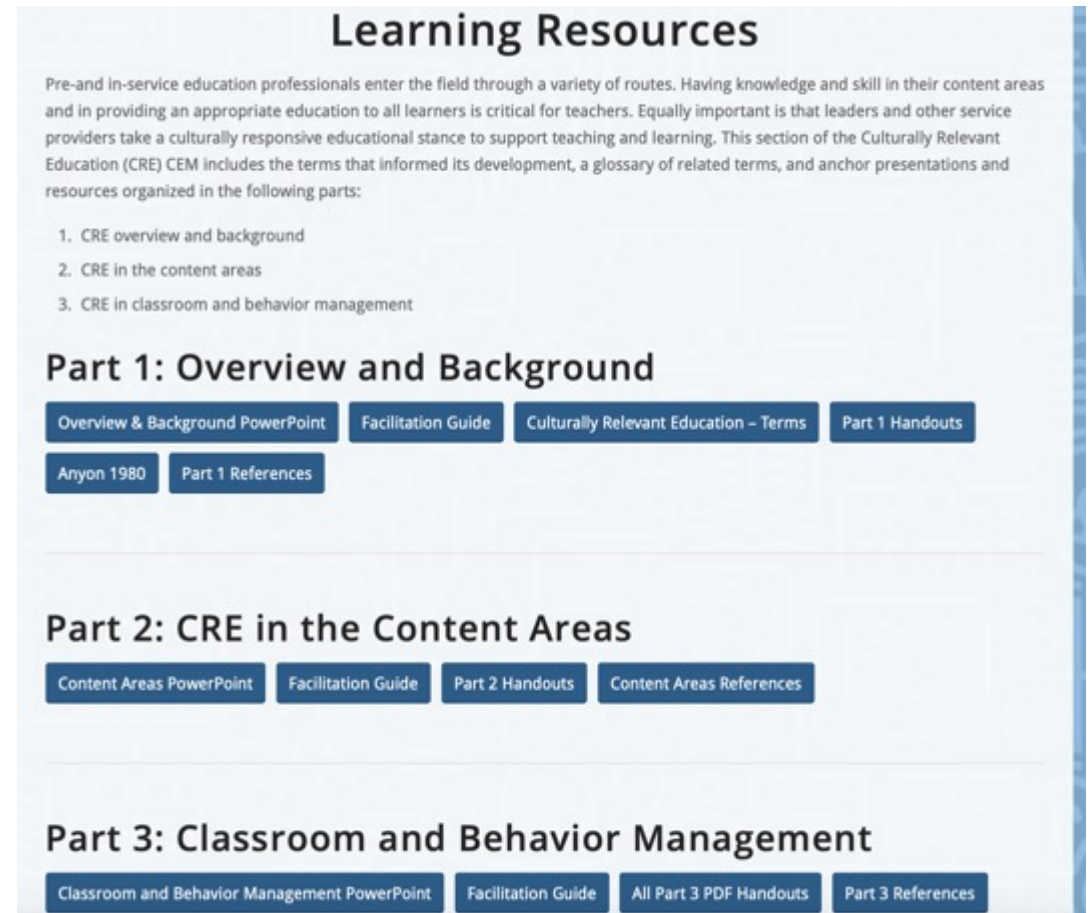


# Culturally Relevant Education Learning Resources

## 1. Overview and Background

## 2. CRE in the Content Areas

## 3. Classroom and Behavior Management



**Learning Resources**

Pre-and in-service education professionals enter the field through a variety of routes. Having knowledge and skill in their content areas and in providing an appropriate education to all learners is critical for teachers. Equally important is that leaders and other service providers take a culturally responsive educational stance to support teaching and learning. This section of the Culturally Relevant Education (CRE) CEM includes the terms that informed its development, a glossary of related terms, and anchor presentations and resources organized in the following parts:

1. CRE overview and background
2. CRE in the content areas
3. CRE in classroom and behavior management

**Part 1: Overview and Background**

[Overview & Background PowerPoint](#) [Facilitation Guide](#) [Culturally Relevant Education – Terms](#) [Part 1 Handouts](#)

[Anyon 1980](#) [Part 1 References](#)

**Part 2: CRE in the Content Areas**

[Content Areas PowerPoint](#) [Facilitation Guide](#) [Part 2 Handouts](#) [Content Areas References](#)

**Part 3: Classroom and Behavior Management**

[Classroom and Behavior Management PowerPoint](#) [Facilitation Guide](#) [All Part 3 PDF Handouts](#) [Part 3 References](#)

# Innovation Configuration—Principal Leadership

## Innovation Configuration

### Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities



Bonnie S. Billingsley  
Virginia Tech

James McLeskey  
Jean B. Crockett  
University of Florida

August 2014  
CEEDAR Document No. IC-8

# Principal Leadership—IC Topics

- Improving instructional leadership
  - High expectations
  - Promotes effective instructional practices
  - System for progress monitoring
  - Working conditions
  - Collaborative culture
  - Professional development

# Principal Leadership—IC Topics

- Leadership for effective inclusive schools
  - Shared vision
  - Professional community to shared responsibility for student learning
  - Distributes leadership
- Parent leadership and support
  - Engages parents in shared decision making
  - Engages parents to enhance student learning

# Innovation Configuration—Principal Leadership: Moving Toward Inclusive & High Achieving Schools for Students with Disabilities

- This paper features an innovation configuration (IC) matrix that can guide principal leadership professionals toward inclusive and high-achieving schools
- Can be useful for self-assessment
- This resource is available: <https://goo.gl/qBHmK7>

Essential Components	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
<b>2.0 Strengthening Principal Leadership for Inclusive Schools: All principals are committed to developing inclusive schools that value and support all students, including those with disabilities.</b>					
2.1 - Builds a shared vision for inclusive schools that focuses on high expectations and improved achievement for all students, including those with disabilities; fosters the acceptance of group goals; and communicates the vision to all stakeholders.					
2.2 - Builds a school-wide commitment to inclusive schools, working with teachers, students, and parents to include all students as valued members of the school community.					
2.3 - Builds a professional community that shares responsibility for improving the learning of all students, providing high-quality professional development (PD) and the necessary work context to ensure that all students have opportunities to achieve in inclusive settings.					

# PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities

- CCSSO and the CEEDAR Center convened the Principal Competencies Advisory Group to inform and develop this resource.
- The advisory group was composed of principals, leaders from state and local departments of education, members of the higher education community, and education leadership and membership organizations.
- This resource is a supplementary guidance document that further aligns the PSEL standards to activities to support all learners, especially students with disabilities.
- Provides a standard-by-standard look at the PSEL standards with a focus on inclusive leadership
- This resource is available at: <https://goo.gl/N9a8ds>



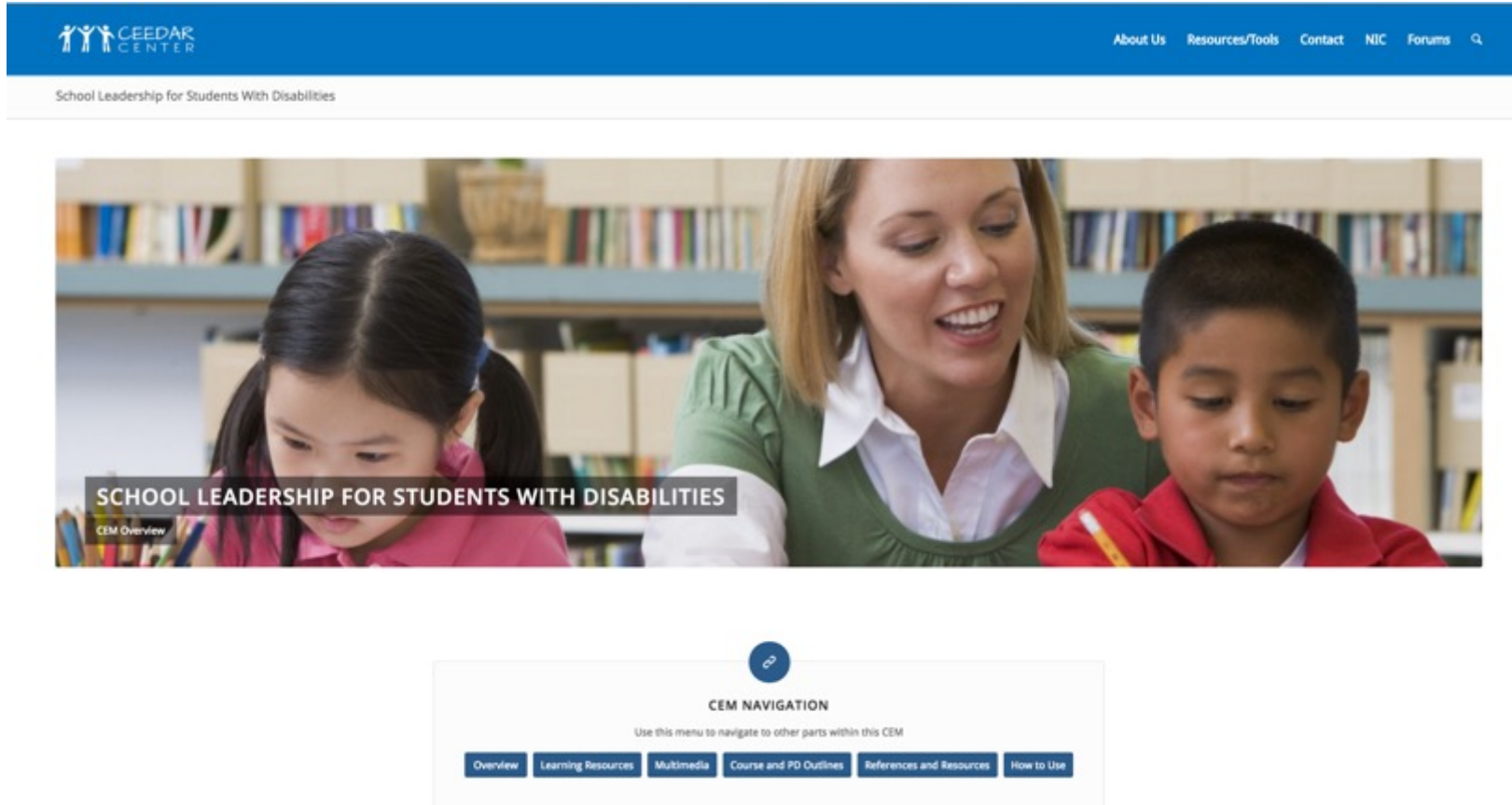
**PSEL 2015 *and*  
Promoting Principal  
Leadership  
*for the Success  
of Students with  
Disabilities***



January 2017

Handout

# Course Enhancement Module (CEM)—School Leadership for Students with Disabilities



<http://cedar.education.ufl.edu/cems/leadership>





# Course Enhancement Module Topics

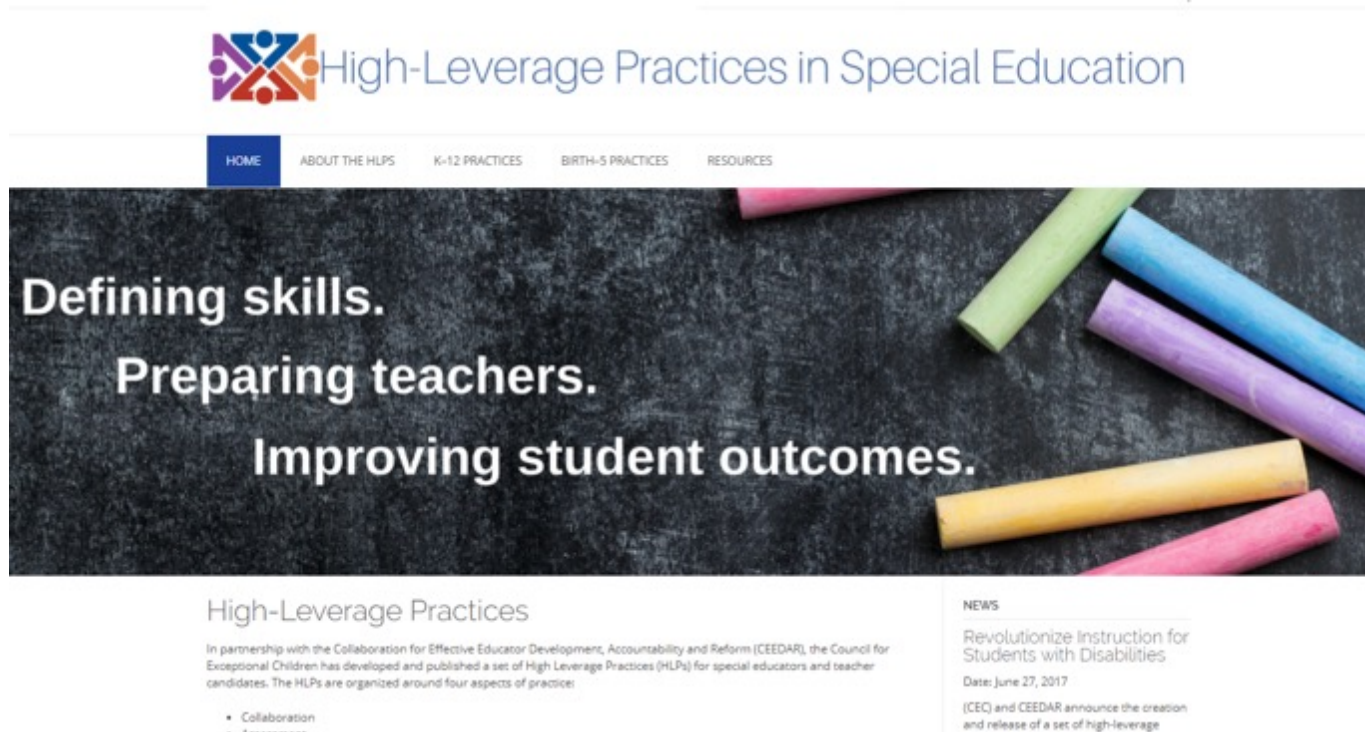
- Topics of Presentations
  - Part 1: School Leadership for Students with Disabilities
  - Part 2: What is Inclusion and Why is it Important?
  - **Part 3: The Principal's Role in Developing Effective Inclusive Schools**
  - **Part 4: Instructional Leadership for Students with Disabilities**
  - **Part 5: Facilitating Collaboration**
  - **Part 6: Partnering with Parents: Ensuring Successful Student Outcomes**
  - Part 7: District Support for School Leaders

# CEM Components for Each Topic

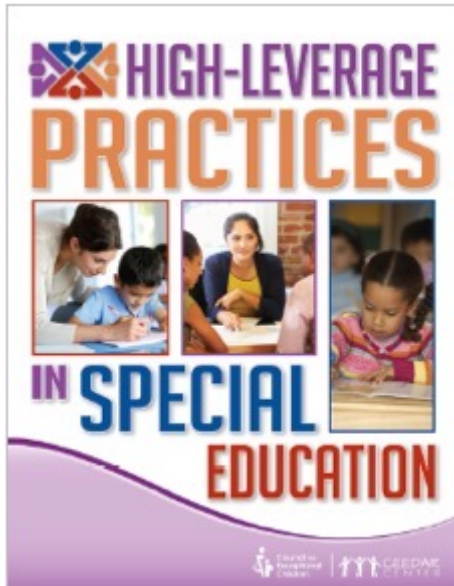
- Instructor's Guide
- Anchor Presentation (PPT)
- Speaker Notes
- Activities
- Handouts
- Resources (e.g., links to videos)
- References

# CEC HLP Website

- [Developed collaboratively with the CEEDAR Center](#)
- [www.highleveragepractices.org](http://www.highleveragepractices.org)



# High-Leverage Practices in Special Education



- 22 HLPs (4 areas)
  - Collaboration
  - Assessment
  - Social/emotional/behavioral
  - Instruction
- Free PDF download available at <https://cedar.education.ufl.edu/high-leverage-practices/>

# Resource for School Leaders Related to HLPs



Introducing



**High-Leverage Practices  
in Special Education**

**A Professional Development Guide for School Leaders**

Introducing



# High-Leverage Practices in Special Education

---

A Professional Development Guide for School Leaders

1. Getting to know HLPs

2. Sharing HLPs

3. Reflecting on HLPs

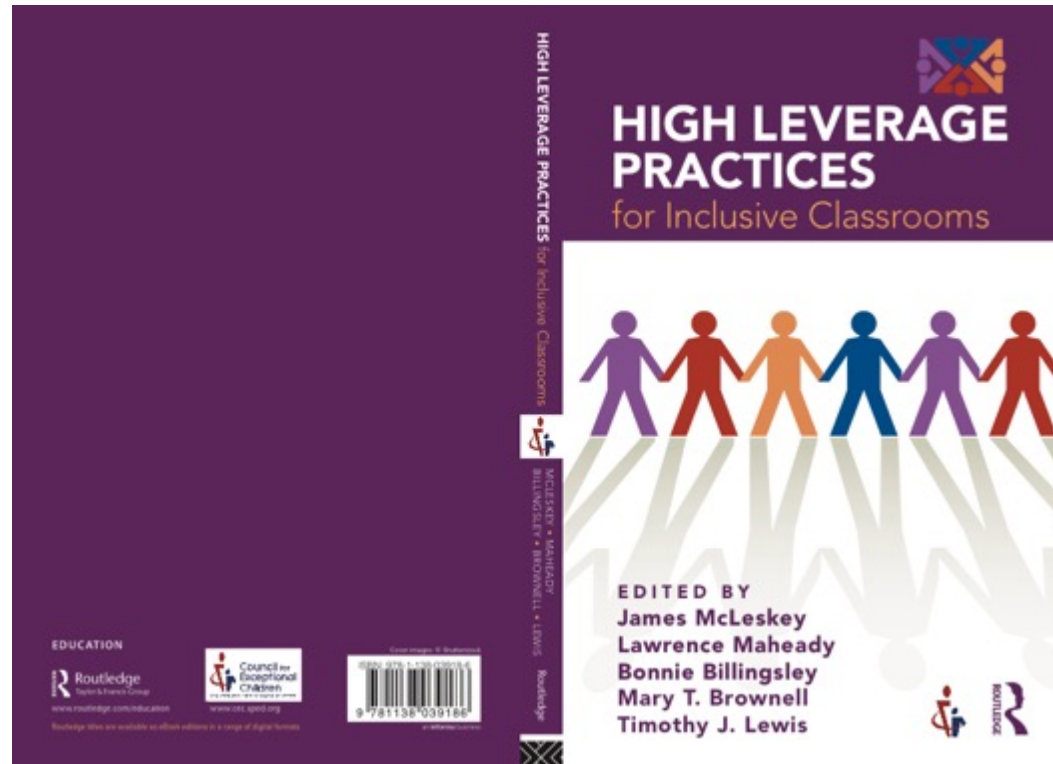
# Resources to Support PD Videos

- Videos describing and providing classroom based examples of HLPs including:
  - Designing instruction toward a learning goal
  - Making adaptations based on student needs
  - Using explicit instruction
  - Strategies to promote student engagement
  - Providing intensive instruction
  - Providing feedback



# Resources to Support PD



## Use of HLPs in Inclusive Classrooms






# Resources to Support PD IRIS Modules


## High-Leverage Practices





Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document [High-Leverage Practices in Special Education](#).


This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.



Assessment (16)

Collaboration (10)

Instruction (43)

Social/Emotional/Behavioral (26)

# Resources

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- Council of Chief State School Officers (CCSSO) and Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR). (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*.  
[https://www.ccsso.org/sites/default/files/2017-10/PSELforSWDs01252017\\_0.pdf](https://www.ccsso.org/sites/default/files/2017-10/PSELforSWDs01252017_0.pdf)
- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M., Winn, J., & Ziegler, D. (2017). *High leverage practices in special education: The final report of the HLP Writing Team*. Arlington, VA: CEC & CEEDAR Center. Available at <https://cedar.education.ufl.edu/high-leverage-practices/>.
- McLeskey, J. Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (Eds.) (2019). *High-leverage practices for inclusive settings*. New York and Arlington, VA: Routledge and the Council for Exceptional Children.

# Reflection & Planning



Explore the resources presented.



With your neighbor,  
discuss:

How you might use the  
resources shared  
What other resources you need  
to be an effective literacy leader



What ideas or "ahas" do you have now?



What questions remain?

# Thank you!

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