



Literacy Academy 2025

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Strengthening Core Instructional Practices by Building Teacher Leadership and Capacity



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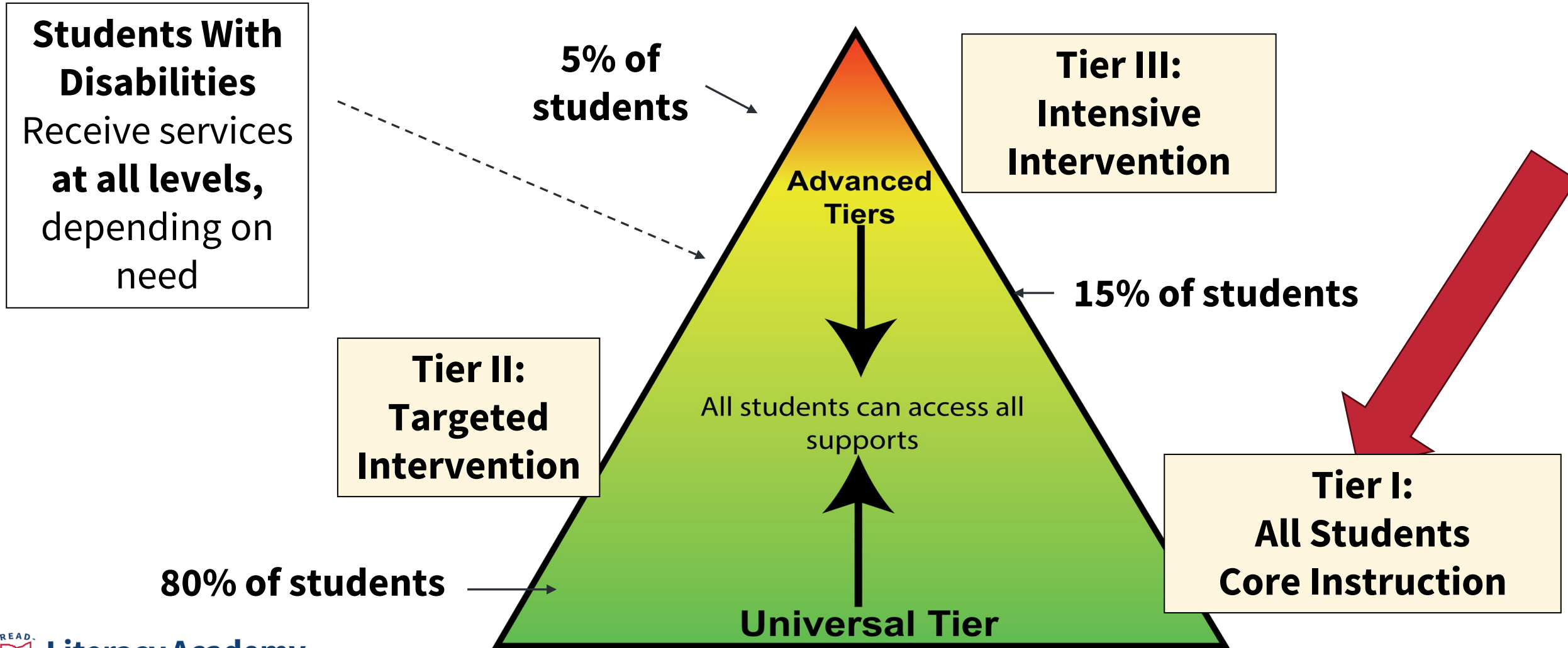
TODAY'S OBJECTIVES

Understand elements of effective professional development that encourage the context for change

Reinforce the importance of knowledge building to enact literacy as a lever for student achievement in all disciplines

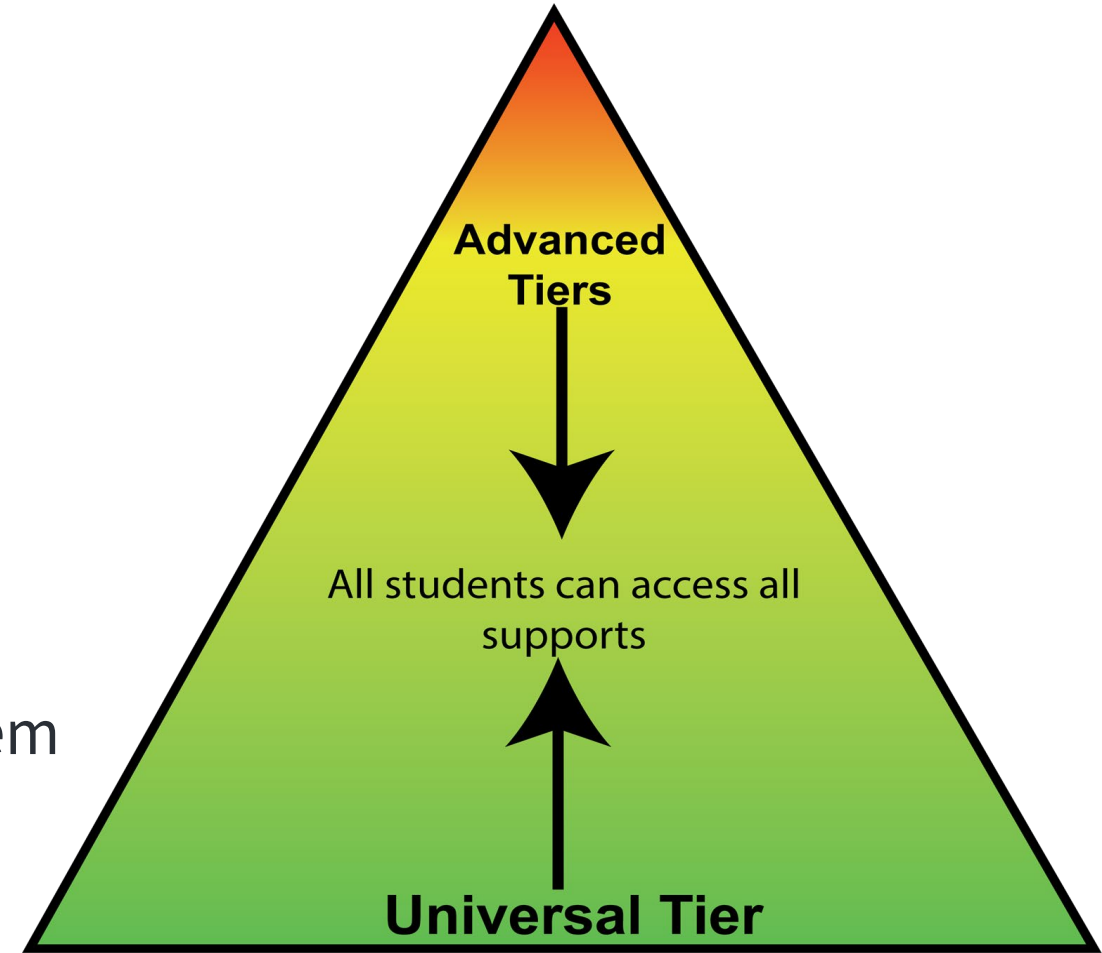
See an example of one district's systems of support for teacher knowledge building and implementation of new practices while encouraging teacher leadership

MTSS: STRUCTURE OF SUPPORT FOR ALL STUDENTS



ELEMENTS OF STRONG CORE INSTRUCTION

- Effective instructional practices for ALL classes
- Cross-curricular literacy supports
 - **Vocabulary**
 - **Comprehension of text**
 - **Writing**
- Environments conducive to learning
- **Literacy leadership teams** overseeing the system



MTSS NON-NEGOTIABLES

Administrative
support

Responsibility
assumed by all
content
teachers

Ongoing
professional
development

Fidelity to
instructional
practices

Time per day

Duration of
intervention

Flexibility of
grouping


Intervention in
addition to Tier
1

THOUGHTS ON CHANGE



“Growth and comfort do not coexist”

– Ginny Rometty



“Change only happens when there is a discrepancy between where people are, what they are doing, and where they would like to be...”

– Chris Rauscher

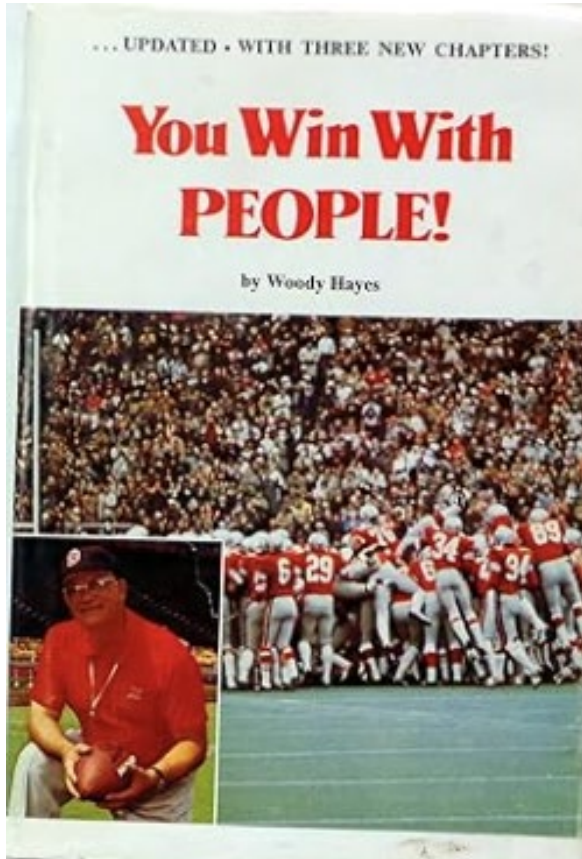
“Don’t be afraid to give up the good for the great”

– John Rockefeller

“Change is not an event; it is a process.”

– Cheryl James

BUILDING COLLECTIVE EFFICACY



Administrative
support

Responsibility
assumed by all
content teachers

Ongoing
professional
development



Shared Vision

Clarity of Role &
Agency

Ongoing
Knowledge
Building

Ongoing Skill
Building &
Coaching

HIGH-QUALITY PROFESSIONAL LEARNING IS **NOT**...

- “Sit-and-forget”
- Infrequent or one-time sessions
- Smorgasbord
- Completed individually without reflective partners

HIGH-QUALITY LEARNING

Sustained

Intensive

Collaborative

Job-Embedded

Data-Driven

Classroom
Focused

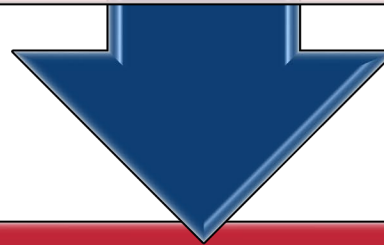
COLLECTIVE EFFICACY IS BUILT ON SYSTEMS

Educational systems must be strengthened to:

Support educators in sharing expertise

Provide teachers time for planning instruction collaboratively

Encourage shared responsibility for the teaching of all learners (collective efficacy.)



This exists when educators have a collective belief in their abilities to affect students positively

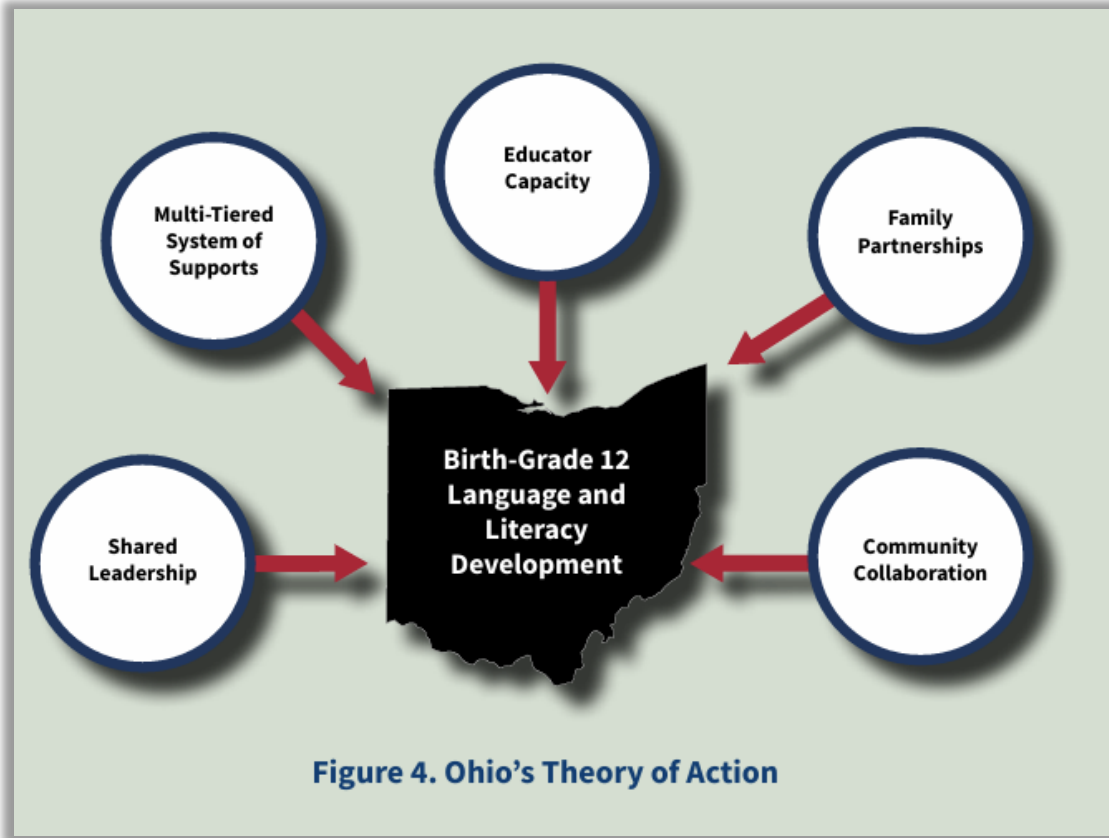
(Hattie, 2016; Bandura, 1997).

HIGH EXPECTATIONS FOR **ALL**

**Belief in ALL
Educators**

**Belief in ALL
Students**

OHIO'S THEORY OF ACTION: SHARED LEADERSHIP



“The responsibility for leading and supporting the successful implementation of evidence-based strategies is **distributed among district leaders, building administrators, and classroom teachers.**”

“brings vision, **energy**, cohesion, and direction . . . It is focused on empowering others to collectively engage in educational reform across different levels and roles.”

ALIGNMENT

Goal or focus alignment is the process of ensuring all stakeholders' beliefs [WHY] and actions [HOW] lead to measurable results.

Reflection:

- Does the organization (district/building) have clear goals, objectives, or expectations?
- Is there a plan with clearly described adult beliefs and actions required to achieve the goal(s), objectives, and/or expectations? [looks like / sounds like]
- Is there a tool to monitor and evaluate plans progress?
- Is there feedback and/or a communication loop for/with all stakeholders?

PD IS THE CENTER TO ADVANCING YOUR MISSION AND GOALS



ANALYZING OUR DATA

Defining Current State

- What does “it” look like now?
- Are we satisfied with how “it” looks?

Building a Vision

- What would we like “it” to look like?
- What would we need to do to make “it” look like that?
- How would we know if we’ve been successful with “it”?

ANALYZING OUR DATA CONTINUED

Sustaining Change

- What can we do to keep “it” like that?

Becoming “culture”

- What can we do to make “it” more efficient & durable?

AREA OF REFINEMENT

R-TFI Item	2 Points
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R-TFI 1.9 (abbreviated)

Teachers determine ways to enhance student's understanding of text

- quality text
- daily
- discipline-specific information
- activities from before, during, and after reading strategies

HIGH QUALITY PROFESSIONAL DEVELOPMENT

**Teachers must know and understand HOW to create
*successful literacy experiences across disciplines***

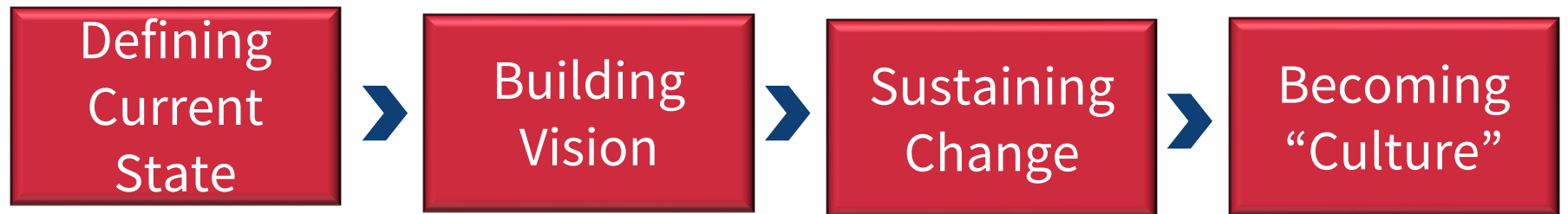
What does this look like in...

- ELA
- Math
- Social Studies
- Physical Education
- Welding
- Agricultural Science

REFLECTION MOMENT...

How do your district's vision, materials, and practices align within subjects, grade-levels, and/or buildings to **support all students and promote transfer?**

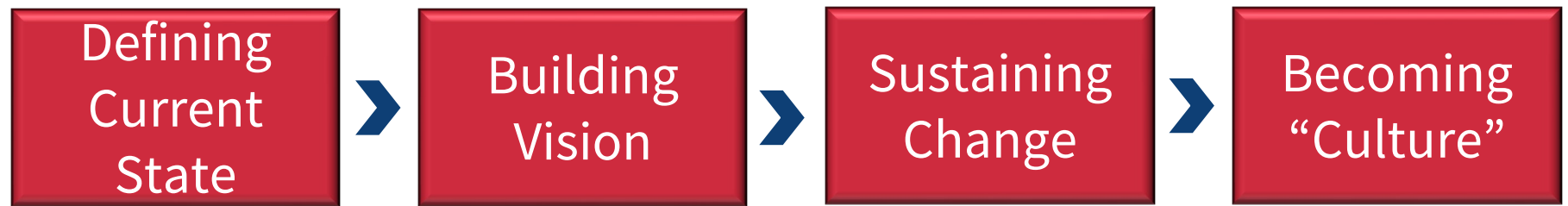
- Do you have something that all subjects share (e.g. vocabulary)?



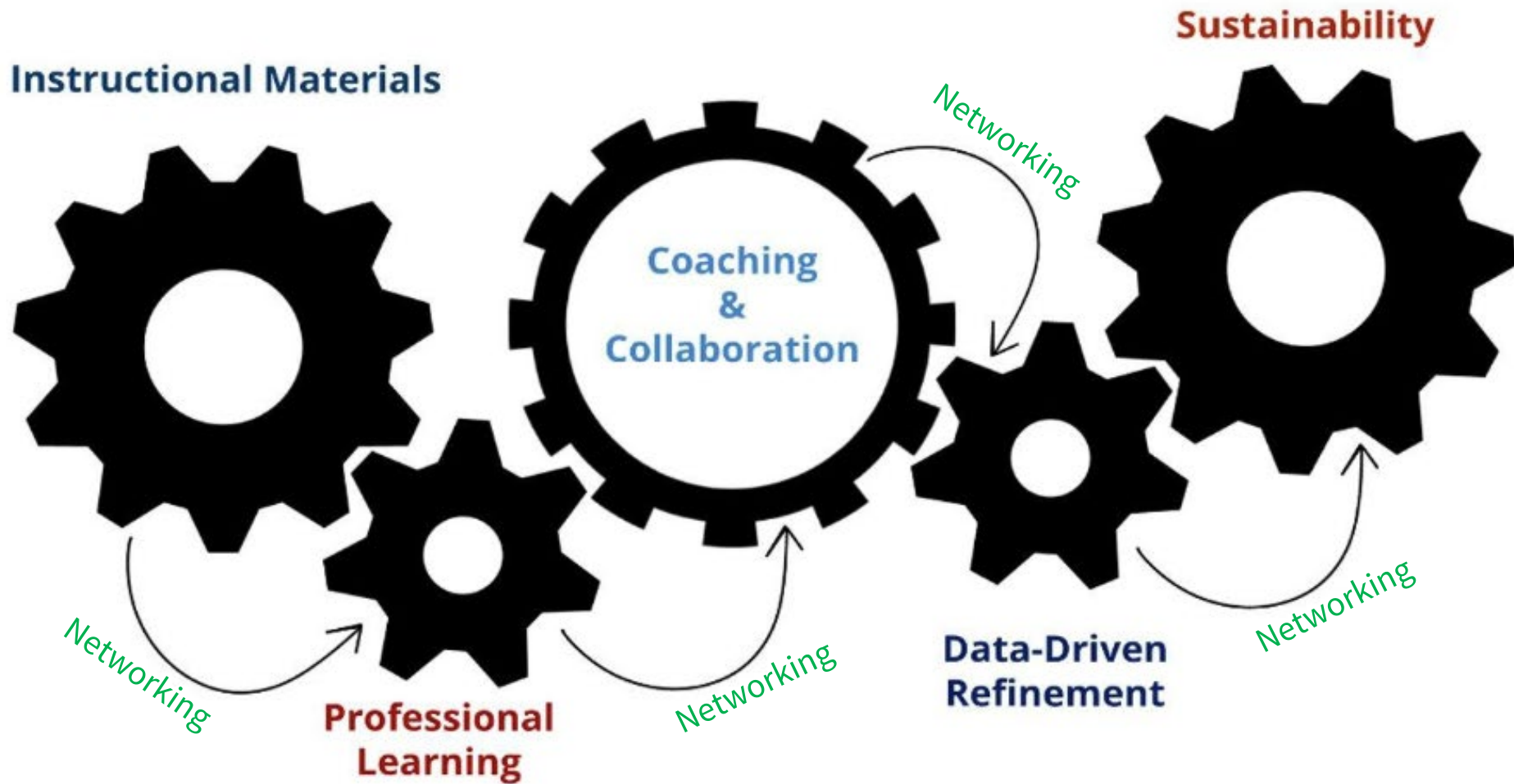
DEEPER REFLECTION MOMENT...

Pushing our Thinking:

- How do we adhere to a set of aligned practices with **fidelity** to the “non-negotiable” & **vision** AND **integrity** to the nuance of ***each content*** area and ***each tier***?



IMPLEMENTATION AS A PROCESS



PROFESSIONAL LEARNING DURING IMPLEMENTATION

Responsive Professional Development

Instructional Coaching

Peer Coaching and Mentorship

Teacher-Based Teams (TBTs)

THOUGHTS ON CHANGE – REFLECTIONS FROM TEACHERS

1. “**Learning how small changes can make such a big impact** in the comprehension levels of kids **motivates me** to want to not only implement those strategies and changes, but **to share them with my colleagues.**”
2. “It has allowed me to **think differently about teaching and learning**, and it has solidified some new concepts.”
3. “It’s allowed me to be more **reflective in my own teaching**- what I do well, and what I struggle with.”
4. **There is not a clear end to any of this work!** Keep working to build and be better!”

IMPLEMENTATION REQUIRES...

Knowledge

Practice with Skill

Ongoing Support

KEYS TO SUSTAINABILITY

Have a clear focus on learning and learners.

Focus on both individual and organizational change.

Make small changes guided by a grand vision.

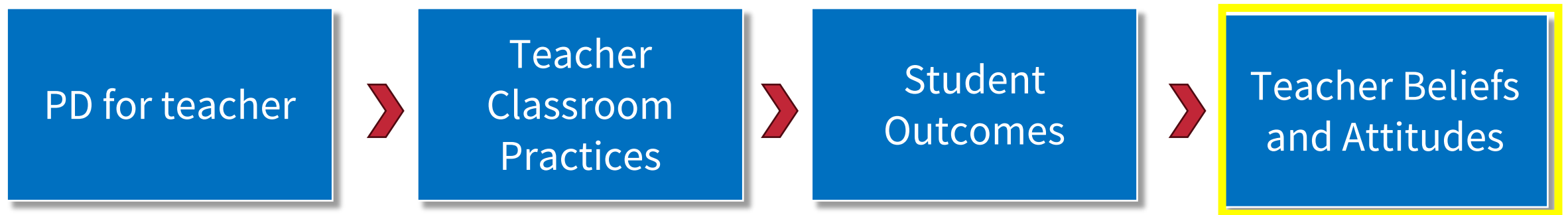
Provide ongoing professional development that is procedurally embedded.

PROFESSIONAL DEVELOPMENT AND CHANGE

Perception



Reality



WHAT'S YOUR NEXT STEP?

QUESTIONS?

education.ohio.gov/LiteracyAcademy



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