



Ongoing (Non-Linear) Considerations for Leaders

MONITORING IMPLEMENTATION

Aligned to "The 6 Literacy Levers" by B. Gustafson

MODEL THE WAY

Directions: Work as a team to discuss each implementation consideration. Determine the implementation level (i.e., 1-3) you see your organization performing based on evidence you discuss. The conversations and next steps you glean are just as valuable as the numbers. You will want to create an implementation plan that reflects your district's strengths, needs, and goals. These considerations are intended to support your process.

1	Not yet. We've invested our time and attention in other areas, and/or very limited evidence of systemic or school-wide work in this area exists.	2	In progress. We've taken some steps in this area (e.g., planning, PD, piloting), and/or have some evidence of systemic or school-wide implementation.	3	Full implementation. We've been intentional in this area and have strong evidence of systemic or school-wide implementation and use.
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The Compass	
Leadership can articulate their "why" for literacy leadership and connect it to the district's literacy goals.	
An Authentic Invitation	
Leadership "shows up" to learn with and from staff.	
Leadership is sharing authentic invitations into the work, learning, and journey.	
The Walking Stick	
Leadership has identified one relevant and authentic question to lean on.	
Leadership models how to ask challenging questions that push literacy practices forward.	
The Utility Knife	
Leadership models the sharing of booktalks in a strategic manner.	
The Catapult	
Leadership has identified a colleague, coach, or team to collaborate with.	
The Collage	
Leadership curates the literacy work being done using multiple levels and forms of data.	

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ESTABLISH THE VISION

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The Compass	
A literacy "true north" and compass is guiding the work.	
An Authentic Invitation	
The current reality has been articulated (i.e., individual and organizational strengths, resources, context).	
The Walking Stick	
Shared questions reflecting the vision for readers are being used to inform decisions.	
The Utility Knife	
A vision for booktalking is in place at every level of the organization.	
The Catapult	
Conversations about creating a community of readers and supporting the whole reader are taking place.	
The Collage	
Your literacy vision reflects the importance of partnering with all stakeholders (including students).	

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CELEBRATE SUCCESS

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The Compass	
Staff are recognized for big and small steps in a manner that's meaningful to them.	
An Authentic Invitation	
Staff are empowered to recognize the successes of their students and colleagues.	
The Walking Stick	
Structures and intentional space exist to honor process goals and/or the questions being leaned into.	
The Utility Knife	
Booktalks and book recommendations are being celebrated and shared with different stakeholders.	
The Catapult	
Small steps and significant progress is being celebrated across teams, departments, and schools.	
The Collage	
A plan to celebrate individual efforts and collective impact in a meaningful way is being used.	

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DEVELOP A SHARED UNDERSTANDING

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The Compass	
A compass and literacy "true north" actively informs the work at all levels.	
A common language with clear, operational definitions is in place.	
An Authentic Invitation	
Processes are in place to discuss implementation and unearth potential misconceptions.	
The Walking Stick	
Questions addressing aspects of fidelity (i.e., understanding of SoR, precise practices, student/teacher engagement, frequency/intensity, professional learning) are in use.	
The Utility Knife	
Stakeholders understand the difference between practices that shut down conversations and practices that elicit conversation/connection with text or other readers.	
The Catapult	
Structures and supports to create ongoing and job-embedded learning around your literacy compass, practices, and research are in place.	
The Collage	
Structures and practices are in place to make your goals, learning, and common language visible and accessible.	

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SUPPORT AND DEVELOP YOUR PEOPLE

Directions: Work as a team to discuss each implementation consideration. Determine the implementation level (i.e., 1-3) you see your organization performing based on evidence you discuss. The conversations and next steps you glean are just as valuable as the numbers. You will want to create an implementation plan that reflects your district's strengths, needs, and goals. These considerations are intended to support your process.

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The Compass	
Your literacy compass explicitly addresses your commitment to ongoing professional learning for all stakeholders	
An Authentic Invitation	
A plan that invites staff to engage in meaningful, ongoing, and focused professional learning spanning at least 40 hours over a designated number of months/years is in place.	
Metrics for participation (i.e., number of staff supported with training as well as those who still need support/training) are used to inform next steps.	
Feedback loops and classroom observations/support are in place to ensure training is helpful and actionable.	
The Walking Stick	
Clear and vision-aligned questions are regularly used to establish learning intentions before/during/after professional learning experiences.	
<p>Sample Questions:</p> <ol style="list-style-type: none"> 1. What do we mean when we say we want all students to learn <u>how</u> to read and <u>want</u> to read? 2. What does the body of research say about this topic or concept, and what nuances might we be missing? 	

The Utility Knife	
Booktalks are being shared at every level of the organization (i.e., from the classroom to the Board room & beyond).	
The Catapult	
Ongoing support and professional learning for multiple stakeholders and smaller communities of learners is in place.	
The Collage	
A process is used to disseminate and discuss research and implications for practice.	
Classroom instruction is observed to help inform coaching, professional learning, and teachers' needs for "next steps" in implementation.	

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MONITOR AND EVALUATE PROGRESS

Directions: Work as a team to discuss each implementation consideration. Determine the implementation level (i.e., 1-3) you see your organization performing based on evidence you discuss. The conversations and next steps you glean are just as valuable as the numbers. You will want to create an implementation plan that reflects your district's strengths, needs, and goals. These considerations are intended to support your process.

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The Compass	
Goals connected to each area of your literacy compass are in use.	
Staff and teams at every level of the organization have ownership of the goals.	
Multiple levels of data connected to your compass and literacy "true north" are being used.	
An Authentic Invitation	
Literacy Walk & Talks using the protocol in "The 6 Literacy Levers" (pages 168-170) are used.	
Leaders and teams invite staff from other schools to work, learn, and observe them throughout the year.	
Various levels of data are analyzed to monitor how motivating and inviting the initiative is to students.	
The Walking Stick	
A few focused questions are being used regularly across the organization to drive the work, push thinking, and move people closer to vision. (See pages 69-102 from "The 6 Literacy Levers.")	
Your organization is able to answer "yes" to the following questions: "Are we using common and formative assessments -- as well as universal screeners -- to ensure all students learn <u>how</u> to read and <u>want</u> to read?," and "Are we monitoring students' skills, growth, and motivation levels and responding to data in a timely manner?"	

The Utility Knife

Booktalks are used at every level of the organization to the point that stakeholders start to notice when a meeting or experience does not have a booktalk of some form.

The Catapult

Multiple levels of data connected to implementation and student outcomes are analyzed by teams and shared on a regular basis (e.g., weekly).

Data are used to monitor/evaluate the degree to which families are partnered with, and included in the initiative.

The Collage

Site-based leadership teams meet regularly (e.g., 2x per month) to monitor progress and plan meaningful "next steps" for their teams.

Grade-level and department teams meet weekly to analyze data and implement "next steps."

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CONTINUOUS COMMUNICATION

Directions: Work as a team to discuss each implementation consideration. Determine the implementation level (i.e., 1-3) you see your organization performing based on evidence you discuss. The conversations and next steps you glean are just as valuable as the numbers. You will want to create an implementation plan that reflects your district's strengths, needs, and goals. These considerations are intended to support your process.

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The Compass

Your literacy "true north" is communicated regularly and in a meaningful way with all stakeholders.

Two-way communication connected to your literacy compass, goals, and supporting processes is occurring in an intentional and inclusive manner.

An Authentic Invitation

Stakeholders have been invited to co-create communications and participate in feedback loops to continuously improve communications.

The Walking Stick

Leadership communicates what matters most and why it matters, while also staying curious, listening, and asking questions.

Sample Questions:

1. How might we communicate this [research, decision, change, idea] in a manner everyone understands and is able to act upon?
2. What are we doing to listen and learn from other stakeholders around this topic/decision?
3. Which of our current communication tools and structures could be further leveraged to support meaningful two-way communication, learning, and change?

The Utility Knife

Booktalks are integrated into face-to-face, electronic, and print communications and feature staff, students, and other stakeholders.

The Catapult

A communication plan that involves principals, leadership teams, grade-level teachers, and departments is in place.

Communications within the organization and school community are vision-driven, celebrate progress, illuminate research, and frame "next steps," all while seeing students as whole readers (not just numbers) who have unique reading identities.

The Collage

Communication shows the multi-faceted work and progress occurring in a variety of formats.

Communication reflects how stakeholders across the organization are working towards helping all students learn how to read and want to read.