

## IMPLEMENTING THE SCIENCE OF READING

# Our Approach to Literacy Leadership Development

Adult learners differ from traditional students in multiple ways. They prefer to direct their own learning, have a deep well of personal experience they can draw on to process new information, are interested in the immediate application of knowledge, and are motivated to learn by internal rather than external factors (Beavers, 2009).

Our approach to literacy leadership training reflects these principles and also draws on decades of research into effective educator professional development (Darling-Hammond et al., 2022). It is job-embedded, ongoing, relevant, content-driven, incorporates participants' personal experiences, and provides opportunities for them to explore how each strategy can be adapted to their unique contexts.

Our model involves collective learning, communities of practice (CoPs), and coaching. All three elements work in concert with each other and are focused on increasing and building the collective capacity of leaders to improve instruction and student learning.



### Collective Learning

**4** sessions | **90** minutes

**Collective learning sessions** are designed to introduce content knowledge and evidence-based practices.



### Communities of Practice

**3** sessions | **60–90** minutes

**Communities of Practice** topics are selected to further deepen the knowledge introduced in the collective learning sessions by exploring each leader's roles, responsibilities, and expectations in their current positions and contexts.



### Coaching

**3** sessions | **60** minutes

**Coaching sessions** are facilitated by our experienced leaders who excel at bridging research and practice. These are shoulder-to-shoulder, individualized opportunities to address actual school-based challenges.

**“Education Northwest’s Literacy Leadership Academy gave me vital background information for leading the science of reading initiative in my school building!”**

Alaska Leader

# Literacy Leadership Professional Development Calendar (Example)



## EXAMPLE TOPICS

### SESSION 1

- Introduction to the science of reading: Evidence-based literacy practices
- Strong core literacy instruction: Observable classroom practices
- Strategies to support teachers and monitor the literacy environment

### SESSION 2

- Overcoming the challenges of implementing literacy initiatives
- Elements and stages of effective implementation
- Catalyzing the work of the literacy team: The leader’s role

### SESSION 3

- Effective literacy instruction for multilingual learners
- Culturally responsive systems: Engaging families and community members
- Strategies to support teachers

### SESSION 4

- Improving student learning outcomes: Targeted systems of support
- Effective monitoring of learning: Strategies for data analysis
- Developing collective efficacy to achieve results

### COMMUNITIES OF PRACTICE 1

- Prerequisite: Literacy implementation continuum (self-assessment)
- Literacy vision statement
- Science of reading-embedded lesson planning; literacy blocks

### COMMUNITIES OF PRACTICE 2

- Literacy walkthrough protocols and effective feedback (e.g., case studies)
- Data analysis for leaders (e.g., assessments, teacher professional development)

### COMMUNITIES OF PRACTICE 3

- Content and language integration: Supporting multilingual learners and their teachers
- Culturally responsive systems: Engaging families and community members

### COACHING SESSIONS (3)

Shoulder-to-shoulder, individualized opportunities to address actual school-based challenges

# References

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## Contact

**Lymarís Santana** [lymaris.santana@ednw.org](mailto:lymaris.santana@ednw.org)

**Mikkaka Overstreet** [mikkaka.overstreet@ednw.org](mailto:mikkaka.overstreet@ednw.org)

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