

**Figure 7.5: Leadership Area Guidelines for  
Literacy Components—Establish and Maintain  
Organization and Lead Instruction**

Leadership Areas: Establish and Maintain Organization and Lead Instruction			
District Leader	School Administrator	Instructional Coach	Lead Teacher
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop tight expectations within the district that teachers collaborate to plan using the specific literacy components and implement them with fidelity.</li> <li><input type="checkbox"/> Support principals by providing expectations and guidelines on how to create a master schedule with ample time for literacy instruction and collaborative team meetings.</li> <li><input type="checkbox"/> Create a professional development plan that supports teacher effectiveness in all literacy components, including ways to integrate reading and writing instruction across content areas.</li> <li><input type="checkbox"/> Discuss ways to integrate reading and writing instruction to support research in this regard (see <i>The Value of Ample Literacy Time</i>, page 160).</li> <li><input type="checkbox"/> Provide ongoing support and progress-monitoring tools to principals and other leaders for observing and providing coaching and feedback to increase instructional effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide adequate time for both collaborative planning and literacy instruction at all grade levels, ensuring you protect that time.</li> <li><input type="checkbox"/> Support and participate with collaborative teams as they plan and implement literacy instruction, assessments, and interventions (that is, corrective instruction and extension).</li> <li><input type="checkbox"/> Identify expectations and support of team leaders and instructional coaches in leading literacy planning and instruction.</li> <li><input type="checkbox"/> Monitor instructional planning and implementation through observations and feedback for teachers on specific literacy components.</li> <li><input type="checkbox"/> Provide professional development and feedback that guide and redirect (if necessary) literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure you understand <i>what</i> each literacy component entails and <i>how</i> each is used to lead and support collaborative teams as they plan literacy instruction.</li> <li><input type="checkbox"/> Model and demonstrate classroom instruction specifically using the literacy components.</li> <li><input type="checkbox"/> Collect observational data in classrooms and team meetings you can use to design professional learning or coaching opportunities to refine the consistent implementation of literacy components.</li> <li><input type="checkbox"/> Support teachers in understanding how to use time for literacy instruction and in differentiated ways to support student learning as identified through evidence.</li> <li><input type="checkbox"/> Support collaborative team discussions as members use evidence to ensure they allocate ample time for literacy instruction and interventions (corrective instruction and interventions) to meet students' needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Model and facilitate a deeper understanding of each literacy component through team discussions.</li> <li><input type="checkbox"/> Promote team commitment to shared ownership of student learning through collaboration and the use of data to determine next steps answering the four critical PLC questions.</li> <li><input type="checkbox"/> Identify teachers, perhaps new or less-experienced, who need more support in understanding and applying literacy components.</li> <li><input type="checkbox"/> Support collaborative teams as they plan their instruction, ensuring they consider time as a variable.</li> <li><input type="checkbox"/> Communicate with other lead teachers, coaches, and administrators (as part of the school's guiding coalition) to share and promote ways to further support literacy instruction across content areas.</li> </ul>