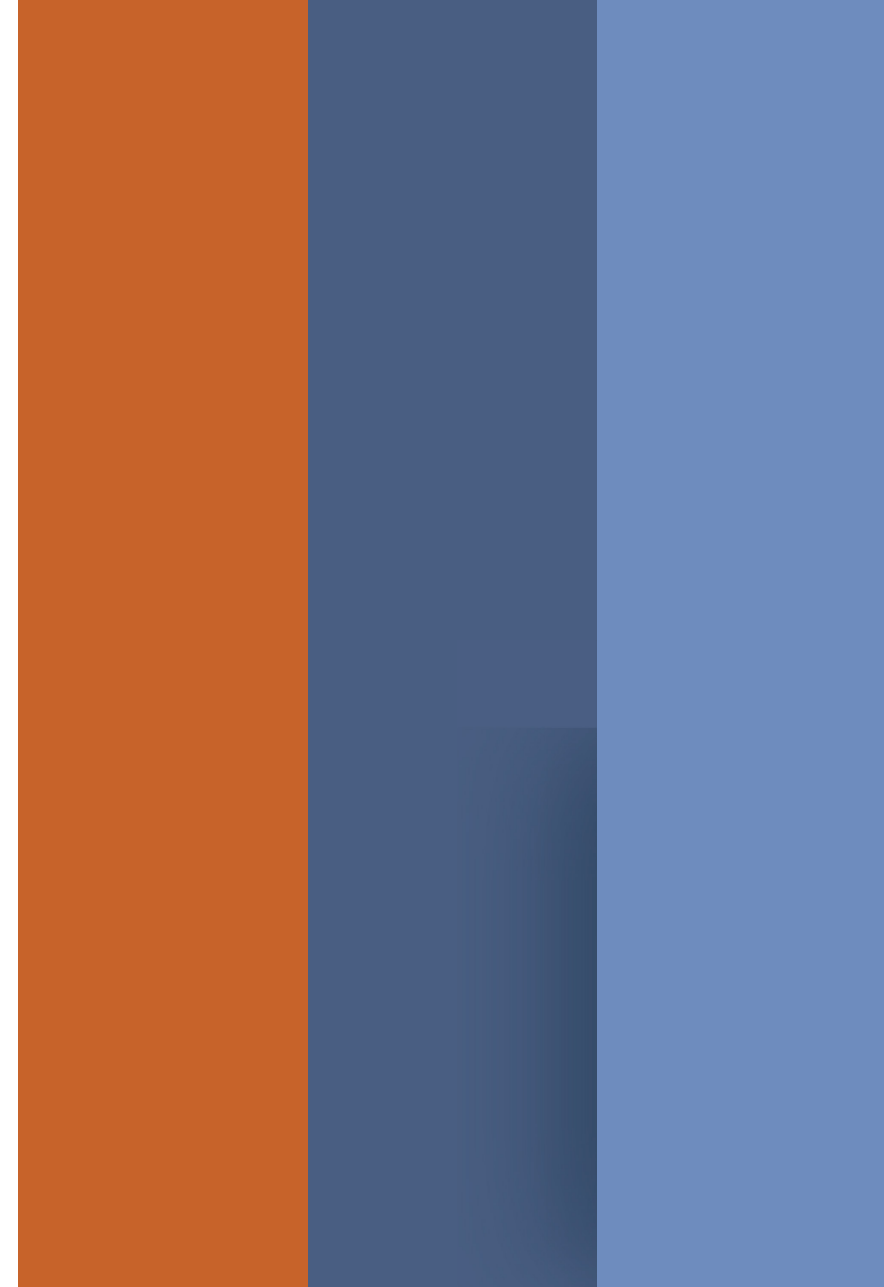




MAKING THE SCIENCE OF READING A REALITY:

The Power of Literacy Leadership
Teams



What teams do you identify with and why?



Today we will:



Learn about the characteristics of effective teams



Preview some literacy team meeting protocols



Discover team routines and tools for:

- Reviewing your MTSS-R
- Inquiring into your data



Characteristics of Effective Teams



Teams Can Be Frustrating

“I'm going to admit that it's taken me a while to feel convinced by the power of teams ... I often felt frustrated working in teams
— the process felt so slow and cumbersome ...

I didn't really know what an effective team looked like, how one worked together, or what the benefits could be.”

— Elena Aguilar, author of *5 Characteristics of an Effective School Team* (Edutopia)

Effective Teams are Worth the Effort

"Alone we can do so little,
together we
can do so much."

—Helen Keller

"If you want to go fast, go alone.
If you want to go far,
go together."

—Proverb



Characteristics of Effective Teams

1

Include the right people

2

Establish norms

3

Use tools and routines
for learning
and decision making

4

Have shared leadership



Group Dynamics Assessment Tool

Group Dynamics Assessment Tool

This tool helps coaches and facilitators evaluate and enhance group dynamics.

Contents

Pre-Assessment.....	2
Group Purpose and Objectives Analysis.....	3
Group Development Stage Evaluation.....	4
Group Ground Rules/Norms Documentation.....	4
Coach Tactics for Common Challenges.....	5
References.....	7

Complete each section sequentially to build a comprehensive understanding of your group's current state and development needs. Begin with the pre-assessment to identify key areas for improvement, then clarify the group's purpose and objectives. Use Tuckman's stages to determine the group's development phase, then document appropriate ground rules or norms. Reference the coach tactics section to anticipate and address common challenges that may arise when working in a group.

This assessment can be repeated periodically to track progress and adjust facilitation strategies as needed.



Coaching a Challenging Group? You're Not Alone!

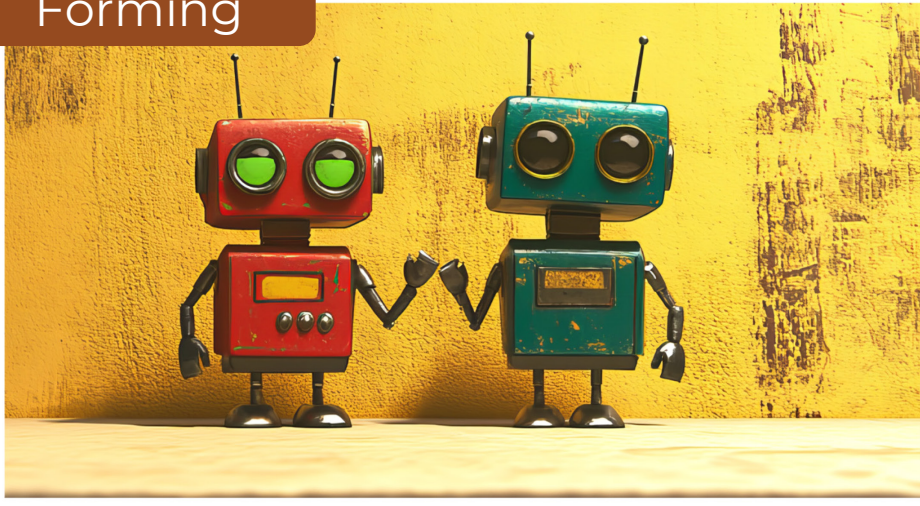
[Blog](#)

[Tool](#)

Literacy Team Meetings



Forming



Storming



Norming



Performing



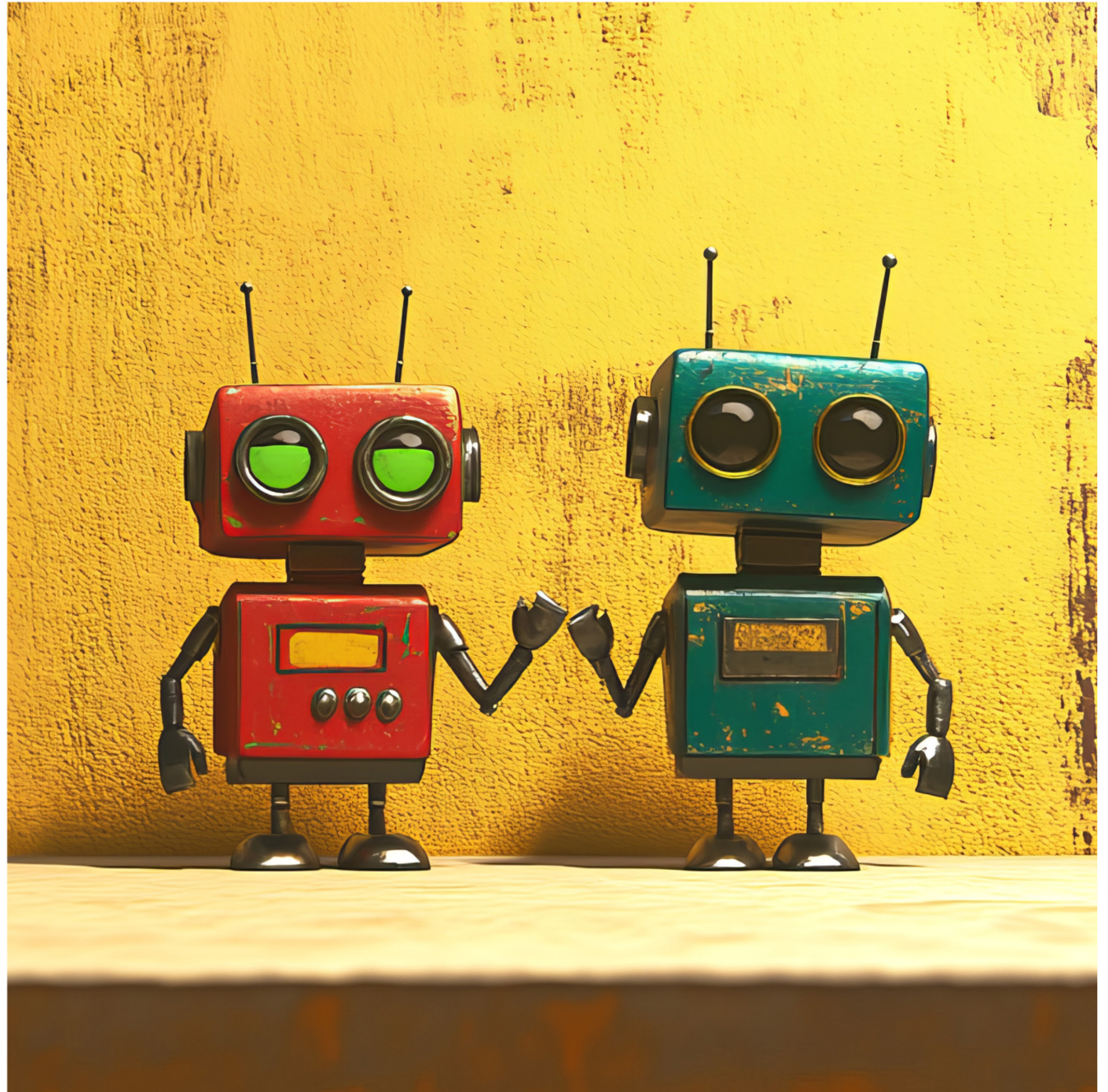
Forming

Include the right people

Who should be on the literacy leadership team?

It depends on...

- Representativeness
- Formal roles
- Informal influence
- Size
- Schedules



Storming

It will happen.
It will pass.



Norming

What behaviors do we expect to see frequently during our literacy team meetings?

What behaviors do we NOT want to see during team meetings?

How do we want to handle problems that arise?



Performing

Elements of an Agenda

Restate your purpose

Logistics

- Who attends
- When the meeting takes place

Discussion items

Decision items

Next steps or “to dos”



Discover Team Tools



The Work of Literacy Teams

Questions

Do we have systems and structures in place to support literacy growth and sustainability?

Are we using evidence-based literacy materials?

How are we using data and evidence to inform our literacy decisions?

1

Tools to Help

MTSS-R Self Reflection

2

*The 5D Data Analysis
Process and Collaborative
Problem-Solving Process*



1. MTSS-R Self Reflection

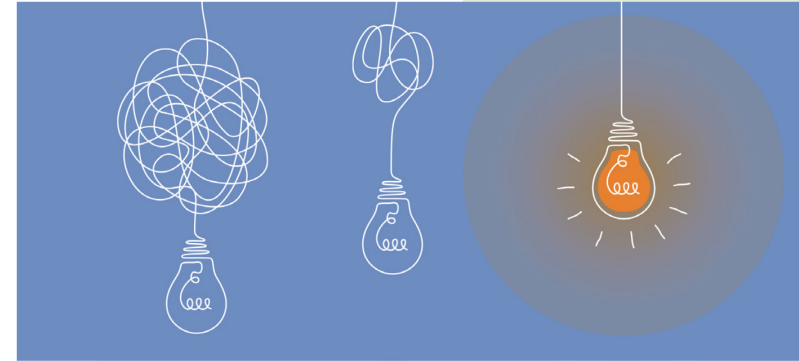
“The resources can be used across many situations!

By using them with the team,

*I felt empowered to implement them
throughout other curriculum meetings.*

*The district adopted a new
K–5 Math curriculum, and I was
able to use multiples of the resources
with the group to help keep them
motivated and moving forward.”*

— **Devon Flamm**
Hardin Public School curriculum director



From Data Overload to Actionable Insights
[Blog](#)

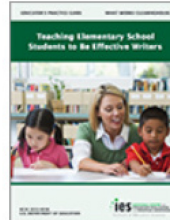


MTSS-R Self Reflection
[Tool](#)

1. MTSS-R Self Reflection — Using WWC Practice Guides



Providing Reading Interventions for Students in Grades 4–9



Teaching Elementary School Students to Be Effective Writers



Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades



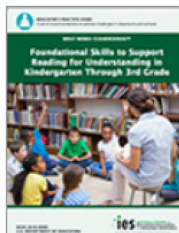
Teaching Secondary Students to Write Effectively



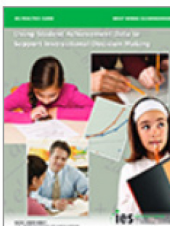
Improving Reading Comprehension in Kindergarten Through 3rd Grade



Improving Adolescent Literacy: Effective Classroom and Intervention Practices



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Using Student Achievement Data to Support Instructional Decision Making



1. MTSS-R Self-Reflection: Essential Components of MTSS-R

A Literacy Leadership Team should assess the four components to identify areas for improvement and areas for continued success:

- Selection and Implementation of Evidence-based Instruction, Interventions, and Supports
- Comprehensive Literacy Screening and Assessment System
- Tiered Delivery System
- Continuous Data-Based Decision Making



1. MTSS-R Self Reflection: Example

Tiered Literacy Delivery System

Essential Component: A responsive literacy framework provides instruction, interventions, and supports intended to meet the reading needs and assets of the whole child. An aligned curriculum organizes the instruction, interventions, and supports along a continuum to meet the needs of each and every learner. Tiers layer and intensify reading supports to match learner needs.

- **Tier 1** is the research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most
- **Tier 2** is evidence-based supplemental, targeted interventions intended for some learners who require support beyond Tier 1.
- **Tier 3** supports provide intense individual interventions for a few learners with highly accelerated, or intensive reading needs.

Areas for Improvement	Effective Practices	Areas of Continued Success
	1. The Literacy Leadership Team ensures access to quality Tier 1 reading instruction that meets the literacy needs of most learners (e.g., 80% or more).	
	2. The Literacy Leadership Team has a written process for monitoring the fidelity of reading instruction at all tiers that: a. Includes names of fidelity measures. b. Identifies what the measure is assessing to determine fidelity. c. Outlines a schedule for when fidelity data will be collected and analyzed to inform next steps. d. Includes names of individuals responsible for assessing fidelity. e. Describes how the fidelity data will be stored, visually displayed, and aggregated at the school level. f. Provides a protocol for improvement to meet fidelity thresholds.	



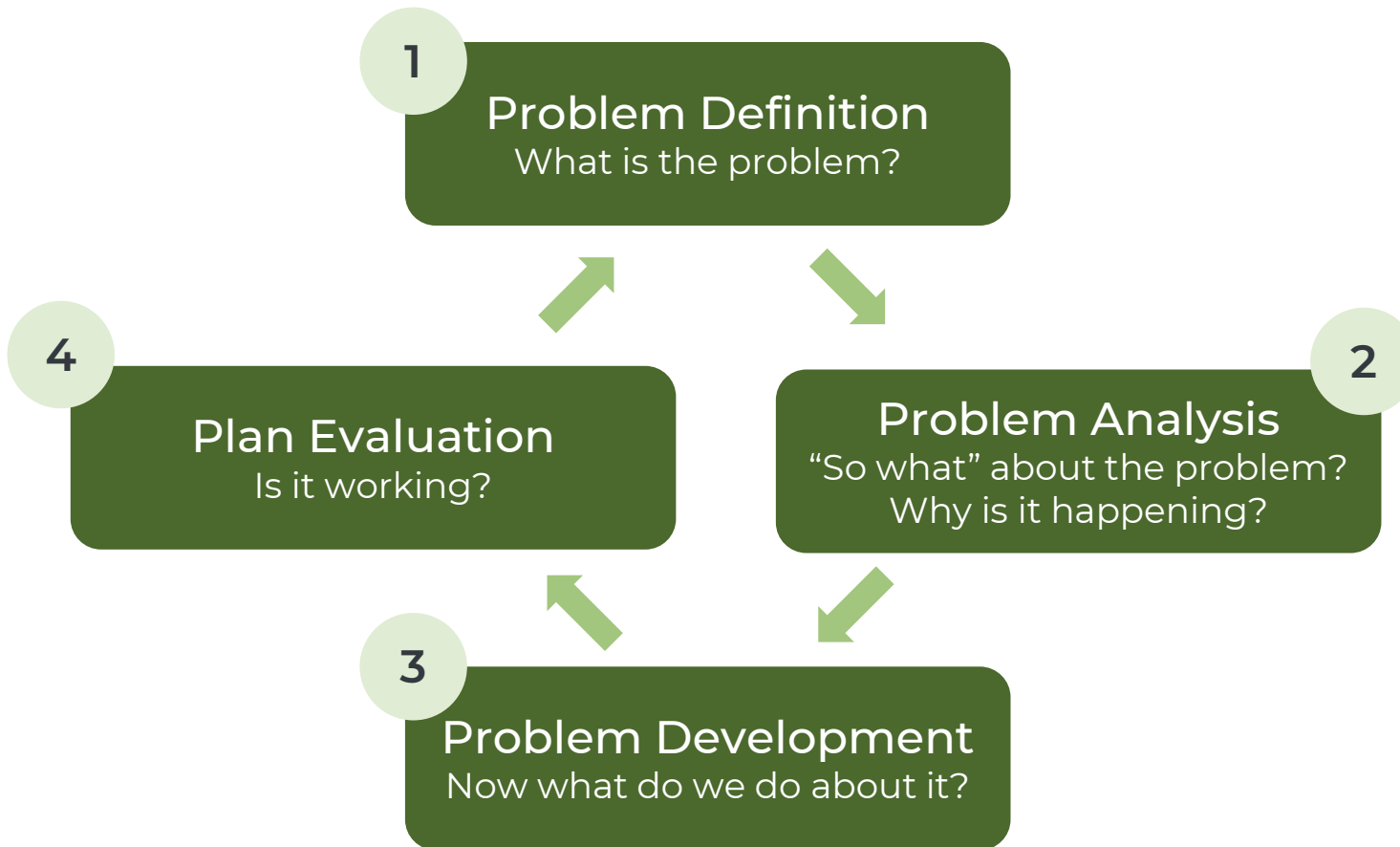
2. The 5D Data Analysis Process (5Ds)



**The 5D Data Analysis Process:
A Framework for Educational Decision Making**
[Blog](#)



2. 5Ds and the Collaborative Problem-Solving Process



Teaming at all levels:

- Board/district
- School
- Grade
- Student



2. The 5D Data Analysis Process: Inform Discussions and Decision Making

***“Because of our
work today...”***

I have more tools to use as I work with teachers to increase student proficiency in reading.

I feel more confident having difficult data conversations.

I can meet with teachers and look into the data more deeply to come up with classroom goals.

We have tools to use with our staff to improve students learning.

I can work with my school leaders to develop plans for good data analysis and problem solving.”

— Alaska full-day webinar using Alaska’s Data Dialogue based on the 5Ds

Make Your Learning Stick

What's one thing you heard about today
that you'll carry back to your school?



All Links



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