

Welcome back! Please sit with your division team.

NETWORK IMPLEMENTATION SERIES

Session 2: Effective Leadership during
HQIM Adoption and Implementation
March, 2024

Access your note catcher for today:

<http://tinyurl.com/VDOES2>

(Optional, if questions arise) Parking Lot:

<http://tinyurl.com/VDOEParkingLot>

VIRGINIA DEPARTMENT OF
EDUCATION

Norms



- Take care of yourself.
- Be fully present.
- Take risks.
- Be mindful of other participants.

Our Arc of Learning

Day 1	Day 2	Day 3	Day 4
Launching Our Work and Building Investment in a Literacy Vision	Effective Leadership during Adoption and Early Implementation of HQIM	Establishing the Conditions for Successful HQIM Implementation	Deepening Support for Teachers: Professional Learning & Collaborative Planning

In Your Words: Session 1 Survey Trends

Trend 1

A compelling vision and strong leadership are key.

Trend 2

Communication and stakeholder investment matter.

Trend 3

This work is incredibly important and will be impactful.

Trend 4

Working within and across division teams is productive and helpful.

Note Catcher, Page 2: Take a minute to review a selection of representative quotes from your colleagues' survey responses.

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Components of a Coherent Literacy Strategy

These **Components of a Coherent Literacy Strategy** should serve as the backbone of the Division Literacy Plan:

Session 1

1. Assess the landscape

2. Develop a literacy vision and goals

3. Build and maintain investment

4. Define clear roles and responsibilities

5. Adopt strong HQIM and structures for coherence

6. Provide development and supportive structures (e.g. professional learning around HQIM and EBLI aligned to SBRR)

7. Establish Accountability, Monitor Progress, and Adjust Strategy

Session 2
(today!)

The Virginia Literacy Act & High-Quality Instructional Materials (HQIM)

HQIM implementation is a **key ingredient** for VLA success.

An analogy, for the literacy lovers out there:

HQIM implementation is to the VLA as baking powder is to a homemade cake.

If you leave it out, the final product will fall flat.

Today's Goals: HQIM + Effective Leadership

1) Clarify Roles & Responsibilities Along the Vertical Spine

Establishing clarity around the specific roles and responsibilities of all division stakeholders in **implementing HQIM** and **developing evidence-based literacy instruction aligned to science-based reading research** is key to VLA success.

“Vertical Spine” =

- Division Leaders
- School Leaders
- Teachers
- Students

1) Zoom In on Key Roles and Responsibilities of Division Leaders during HQIM Adoption and Early Implementation

When planning to improve literacy instruction and implement HQIM, division leaders are:

- Vision Setters
- Investment Builders
- Accountability Drivers

Our Agenda

Time	Topic
15 min.	Getting Started + Revisiting Your Vision
25 min	Leadership of the VLA: Roles & Responsibilities
60 min.	HQIM Selection, Adoption, and Buy-In
<i>10 min.</i>	<i>Break</i>
20 min.	Setting Meaningful Goals & Monitoring Progress
40 min.	Application Time in Division Teams + Share Out
10 min.	Wrapping Up

Division Literacy Plan Connections

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

School Division Literacy Vision:

Enter your literacy vision here.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Ex. Parents	April 2024	Division Parent Engagement Event and PTO meetings

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. "Supplemental Instruction" and "Intervention" may be listed as "TBD" until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Ex. Approved Program A (ABC Elementary) Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):		
Supplemental Instruction (K-5):		
Intervention (K-5):		

SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Ex. Classroom Walkthroughs	Principals	Bi-Weekly
Ex. Collaborative Planning Sessions with Lesson Plan Debrief	Principal and Reading Specialist	Weekly

Leadership of the VLA: Roles and Responsibilities along the Vertical Spine

“Vertical Spine” =

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- School Leaders
- Teachers
- Students

Roles & Responsibilities: The “Why”

It is imperative to establish key roles and responsibilities to drive the work outlined in the Division Literacy Plan, achieve the literacy vision, and meet the goals of the HQIM.

All stakeholders from the division to classroom level must have a clear understanding of what is expected from them in their role.

What do we risk if we do not establish clear roles and responsibilities?

Activate Your Thinking: Roles & Responsibilities

“Vertical Spine” =

- Division Leaders
- School Leaders
- Teachers
- Students



What are the most important roles each group plays during HQIM implementation?

[1 min] Jot down your thinking about this question.

[2 min] Share your reflections with a partner at your table.

Roles & Responsibilities

Access the VLA Roles & Responsibilities chart in your note catcher.

Read the “Planning Phase: Preparing for Implementation” section.

Reflect:

- How do these roles and responsibilities compare to the ideas you just generated?

Recommended HQIM/Literacy Roles and Responsibilities Planning Phase: Preparing for Implementation (From Winter 2024-Summer 2024)				
As divisions prepare for the initial implementation of HQIM in Fall 2024, they should focus on engaging & investing stakeholders in HQIM change, and planning the processes & procedures they will put in place to enable the conditions for successful HQIM implementation.				
Superintendent	Division Literacy/HQIM Lead (Key Instructional Architect)	School Leadership (Principal AND Reading Specialist)	Teachers	Students
Role: Vision setter, Investment builder, Expectation setter, Accountability	Role: Same as Division Leader plus: Strategy developer, Lead HQIM trainer, HQIM Adoption Committee Leader	Role: School-level investment builder, Expectation setter, Implementation lead	Role: Expertise Builder	Role: Input provider; Owner of learning
Responsibilities Establish & communicate HQIM adoption & implementation as a key division priority. Understand the HQIM research; Build investment & understanding in the need for HQIM adoption. Establish a division-level HQIM lead (e.g. CAO, Literacy Director, etc.) to spearhead adoption & implementation efforts. Work with HQIM lead to: - Assess current state of instruction - Establish a division-wide vision for excellent literacy instruction - Establish literacy/HQIM priorities and goals - Develop an HQIM-based literacy strategy - Communicate all the above to stakeholders Approve and purchase selected HQIM. Communicate adoption decision. Begin to build investment in the adoption. Set clear expectations around HQIM use as a key driver toward the division's literacy vision. Communicate expectations, roles & responsibilities to all stakeholders. Ensure time, supports, development and structures are put in place to allow teachers and leaders sufficient opportunity to understand and build investment in new HQIM	Responsibilities Understand the HQIM research; Build investment & understanding in the need for HQIM adoption. Assess current state of instruction Develop an HQIM-based literacy strategy Establish & train curriculum adoption committee/s consisting of key stakeholders. Solicit input from a wide array of stakeholders. With adoption committee, review curricula and make adoption recommendation. Design structures and processes for unit and lesson preparation, collaboration, learning, and feedback for teachers and leaders. Create HQIM-based development plans for teachers, school leaders and other support staff Set clear expectations around HQIM use. Communicate expectations, roles & responsibilities to all stakeholders. Develop & launch trainings and supports	Responsibilities Understand the HQIM research; Build investment and understanding across teachers in the need for HQIM adoption. Communicate the division's literacy vision, priorities, goals and strategy. Understand and develop expertise in the design and research of adopted HQIM. Put in place support structures & roles to enable successful HQIM implementation. Develop expertise (your own or others'—e.g. coaches) in supporting teacher planning and implementation of adopted HQIM. Lead school-level development to promote understanding of adopted HQIM Develop progress monitoring plan. Ensure understanding of any new progress monitoring tools, etc.	Responsibilities Understand the research behind HQIM and why quality materials matter. Provide input and feedback on HQIM selection. Through training, understand the design of adopted HQIM and how the materials align to the division literacy vision and science-based reading research. Commit to using adopted HQIM with consistency, intentionality and integrity. Through training, understand any new planning procedures, tools, and expectations such as unit- and lesson-level intellectual preparation. Carefully review & organize new materials, ensuring understanding prior to implementation. Ask questions and collaborate to build understanding of new materials.	Responsibilities Provide feedback on academic experiences and goals. Provide input and feedback on HQIM selection. With guided support, understand learning expectations for the grade and how adopted HQIM will prepare students for these expectations. With support, understand how academic expectations may shift with new, more rigorous HQIM.

Division Team Time: Roles and Responsibilities in Your Context

Reflect and plan with your team.

Chart paper and markers are available if you'd like to chart ideas.

- How do these roles and responsibilities compare to what you are already doing in your division?
 - Are there gaps in personnel for any of the roles?
 - If so, how will those responsibilities be balanced?
- What responsibilities have been established and communicated so far?
- To what extent are these roles and responsibilities clear to different stakeholder groups?
 - Where are there opportunities to clarify responsibilities?
 - How do you plan to address misconceptions?



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- Students

Key Points: Roles & Responsibilities



Each stakeholder group along the vertical spine has a unique and critical role to play in HQIM implementation and literacy instruction grounded in evidence-based practices.



Clearly defining and communicating those roles and responsibilities to stakeholders is an important planning step.

Zoom in: Division Leaders

“Vertical Spine” =

- Division Leaders
- School Leaders
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- Students



Division Leader Roles:

- Vision Setters
- Investment Builders
- Accountability Drivers

Key Responsibilities in Spring 2024 (Planning Phase)

1. Set and communicate your division literacy vision.
2. Select, adopt, and build buy-in around high-quality instructional materials (HQIM).
3. Set and monitor progress towards meaningful goals for evidence-based literacy instruction and HQIM implementation.

Pause: Independent Reflection



“Vertical Spine” =

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- School Leaders
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- Students

On a scale from 0-3, where are you with each key responsibility?

- **0** = We haven't started yet
- **1** = Initial planning stages
- **2** = Mostly complete but need to refine or plan next steps
- **3** = Fully complete and communicated to the field

Key Responsibilities in Spring 2024 (Planning Phase)

- ✓ Set and communicate your division literacy vision.
- 2. Select, adopt, and build buy-in around high-quality instructional materials (HQIM).
- 3. Set and monitor progress towards meaningful goals for evidence-based literacy instruction and HQIM implementation.

Think about your division community.



Division Leader Roles:

- Vision Setters
- Investment Builders
- Accountability Drivers

Discuss with your team:

- To what extent do stakeholders across your division understand the “why” behind HQIM?
- What opportunities and barriers exist to deepening their understanding and buy-in around HQIM implementation?

Why HQIM Matters



Table Talk: Make Connections



Which ideas would resonate most with your stakeholders?

How might this video (or the points it makes) support your efforts to deepen stakeholder investment in your HQIM?



Resource Spotlight (Note Catcher)

Resource Spotlight: HQIM Research
Powerful Quotes
Key Point: HQIM Boosts Achievement for ALL Students <ul style="list-style-type: none">• Research suggests that “changing from ‘business-as-usual’ to a high-quality curriculum, or from a low-quality to a high-quality curriculum, can boost student achievement.”• High-quality curricula increased student achievement in reading, math, and science from the 50th to the 60th percentile and higher: “a potentially transformative impact if aggregated across an entire class, grade, or school.” <p><small>(Data from David M. Steiner et al., “StandardsWork: A Narrative Research Review,” Center for Research and Reform in Education; Institute for Education Policy, Johns Hopkins University, January 2017.)</small></p>
Key Point: HQIM Positively Impacts Teacher Workload <p>“...teacher workload and the opportunity cost of their time is an important factor. Why should all teachers across a district, state or country be expected to develop their teaching and learning programs from scratch, when they might instead be supported to adapt or build on existing materials? Far from feeling as though they are being “done to”, teachers we have interviewed in both the United States (<i>Magee & Jensen, 2018</i>) and Australia (<i>Learning First research in Australian school systems</i>) have expressed a strong preference for access to high-quality curriculum materials they can adopt and adapt to suit their classroom contexts.”</p> <p><small>Source: David M. Steiner et. al. “What we teach matters: how quality curriculum improves student outcomes,” Institute for Education Policy Johns Hopkins University School of Education, November 2018.</small></p>
Links to Additional Research and Resources
<ul style="list-style-type: none">• TNTP’s Opportunity Myth• TNTP’s Unlocking Acceleration• Set Sail with Strong Materials Video from SchoolKit• David M. Steiner et. al. What we teach matters: how quality curriculum improves student outcomes



HQIM, EBLI, and SBRR: How do they work together?

The programs on the approved HQIM list include **evidence-based literacy instruction (EBLI)** aligned with **science-based reading research (SBRR)** and the **Standards of Learning (SOLs)**.

So, what does evidence-based literacy instruction aligned with science-based reading research look like?

Mini-Experiential #1

H_th_ght h_s h_pp_n_ss w_s c_mpl_t_ wh_n,
_s h_m_nd_r_d_ml_ssly _l_ng, h_c_me t_th_
dg _f a f_ll-f_d r_v_r. Th_r_ h_st_d q_t_
m_sm_r_z_d, _s n_v_r b_f_r_ h_d h_s_n_r_v_r.

He thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river. There he stood quite mesmerized, as never before had he seen a river.

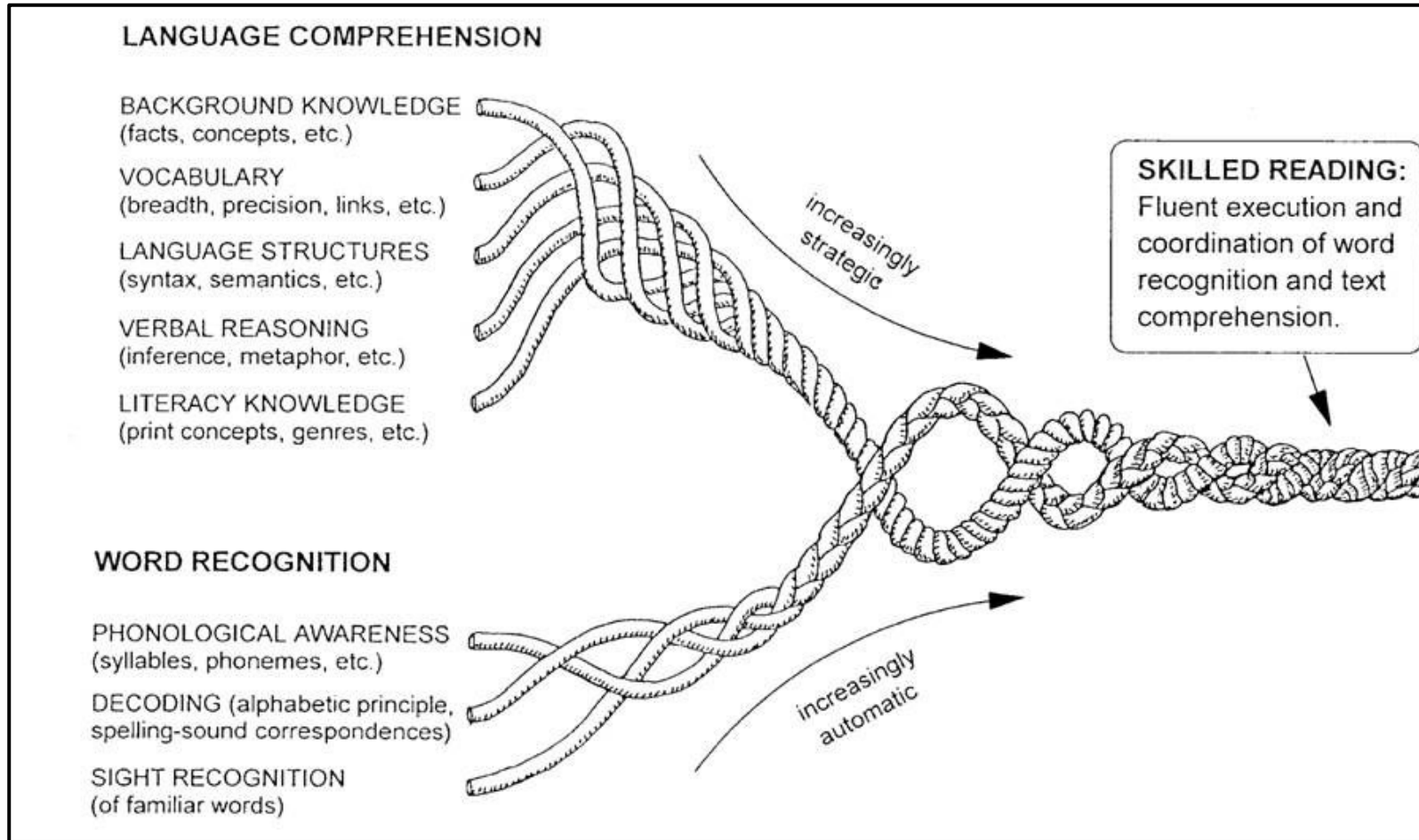
Mini-Experiential #2

Now try reading this:

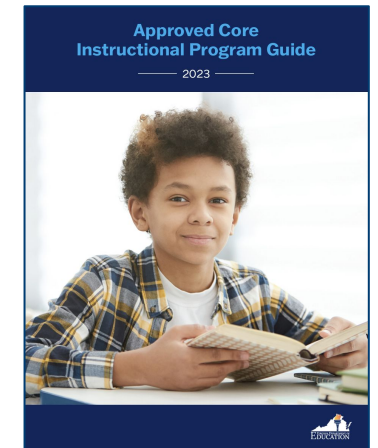
“England’s openers labored 34 ball before scoring their first boundary as Strauss cracked two fours through the leg side. Cook made a patient start before motoring past his skipper.”

You could decode this passage because you know the code. But did you understand it? You need the **vocabulary and background knowledge** (about the topic, cricket) to be a proficient reader of this passage.

The Scarborough Rope




All VDOE approved HQIM address these **components of skilled reading** and the **Virginia SOLs!**



Source: "Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice," by H.S. Scarborough, 2001.

Resource Spotlight: VALUE Series

- Virginia Assessment for Literacy - Updated & Expanded Professional Learning Series includes:
 - videos
 - infographics
 - recorded webinars
 - instructional resources
 - additional reading material



Introducing the VALUE Professional Learning Series

We value...

<i>...students</i>	<i>...learning</i>	<i>...equity</i>
<i>...educators</i>	<i>...literacy</i>	<i>...science</i>

VALUE

Virginia
Assessment for
Literacy -
Updated &
Expanded

Series will include more than 10 topics such as:

- Science-Based Reading Research
- Explicit Instruction
- Data Literacy
- Language Development
- Culturally & Linguistically Diverse Students
- Key Components of Effective Instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension)

For each topic, we will cover questions such as:

- What is it?
- Why is it important for a screener?
- What does it look like instructionally?
- How can we use revised literacy screening data within the context of instructional topics?

Look for updates to the series by clicking on VALUE Learning Series under the Educator Resource Center tab at literacy.virginia.edu.

<https://literacy.virginia.edu/value-series>

How do we select HQIM to fit our unique division contexts?



Poll (show of hands)

Choose a Lens for Review

If you've already selected Core HQIM...

- How was our selection process similar or different from this?
- Are there any resources, tools, or best practices we might leverage retroactively to **improve buy-in** and **communication** around our selected core materials?
- How might we utilize this guidance when **selecting supplemental and intervention materials** later this spring?

If you haven't yet selected...

- What's our **entry point** into the recommended process?
- How can we leverage the related resources and tools as we evaluate curricula and make a decision in the coming month?

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. "Supplemental Instruction" and "Intervention" may be listed as "TBD" until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).


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Intervention (K-5):	TBD	TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):		
Supplemental Instruction (K-5):		
Intervention (K-5):		

HQIM Selection Guidance Document

Reflect and prepare to discuss your reactions to the following questions with your division team:

- What stands out to you about this resource?
- What's most helpful, based on where you are in the selection and adoption process?
- What questions does it spark?



Guidance for Virginia Divisions: Selecting an Approved Core¹ Literacy Program

Purpose of this document: The high-quality instructional materials (HQIM) selection and adoption process will be unique to each division's context, priorities, and vision. This document is intended to share general best practices for engaging in the HQIM selection process, along with sample steps and resources divisions may choose to leverage and/or adapt as they engage in this important work.

- **Important note:** The high-quality instructional materials (HQIM) listed in the [Approved Core Instructional Program Guide \(2023\)](#) have already gone through an extensive review process focused on alignment to Virginia's Standards of Learning and evidence-based literacy instruction grounded in science-based reading research. Divisions can be confident that all programs listed here meet those criteria; therefore, the process described below is focused on ensuring division context is considered.

General Best Practices for High-Quality Instructional Materials (HQIM) Selection:

- Form a committee: committee members should represent a variety of roles and perspectives. Ideally, this committee will meet regularly during the selection and adoption process to co-develop the process, analyze feedback and data, closely review programs, and lead ongoing efforts to get input from and invest stakeholders in the process and final decision. The committee may include district leaders, school leaders, instructional coaches, reading specialists, teachers, and family/community members.
- Identify key stakeholders (board members, division leaders, school leaders, teachers, families, students) and keep the lines of communication open throughout the selection and adoption process. Preview early that a new adoption is on the horizon, gather feedback on priorities, and keep everyone informed throughout the selection process.
- Seek out stakeholder feedback: ask stakeholders what matters most to them in a core ELA program, and be transparent about how feedback informed your decisions during the process (e.g. "We heard that giving students opportunities to engage with authentic trade books was highly important to teachers and families, so we ensured that this was a component of the program we selected").
- Plan for the technical: start laying the groundwork and establishing expectations and systems for procurement and distribution of materials as early as possible in the spring to ensure teachers have access to new materials by the summer.

¹ The Virginia Literacy Act also requires implementation of approved supplemental and intervention literacy programs. The approved list of these programs will be released in April. Many of the processes and resources included here may also be useful when evaluating and selecting supplemental and intervention programs. Guidance for selecting approved supplemental and intervention programs is included on page 4.

1

Core Literacy HQIM Selection Process At-a-Glance

Step 0: Lay a foundation for change management and effective HQIM implementation in your division.

Step 1: Name your division's top priorities and criteria for a literacy HQIM, considering context and stakeholder input.

Step 2: Review and narrow down your options using the [Approved Core Instructional Program Guide \(2023\)](#).

Step 3: Conduct a closer review of each HQIM on your short list.

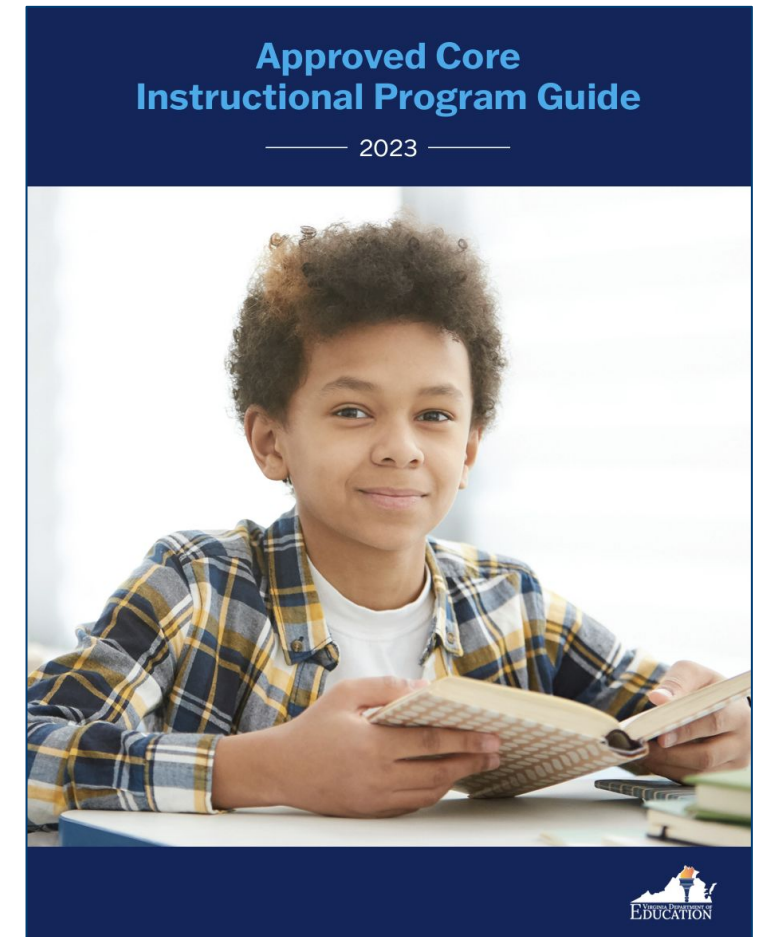
Step 4: Make a final decision and lay the groundwork for implementation.

Action Steps	Sample Process	Resources and Considerations
Step 0: Lay a foundation for change management and effective HQIM implementation in your division.	1. Draft and finalize your division's vision for literacy instruction. Your vision will be a north star during the selection process. 2. Deepen your understanding about why HQIM adoption is essential for realizing your vision, and share the rationale and connection between HQIM and literacy success for students with stakeholders to build buy-in. 3. Establish a shared vision of success for implementation of the VLA and HQIM in your division and ensure all stakeholder groups have a clear understanding of their roles and responsibilities during adoption and implementation.	<ul style="list-style-type: none"> • Division Literacy Plan (Section 1: Vision) and instructions (accessible on this page) • Literacy Network Implementation Series Session #1 Case Study: "Successfully Navigating Change and Leading VLA Implementation" • Video (3 min): "Setting Sail with Strong Materials", (resource for sharing the "why" behind HQIM) • Virginia Literacy Act Implementation Playbook
Step 1: Name your division's top priorities and criteria for a literacy HQIM, considering context and stakeholder input.	1. Develop a system (e.g. survey) for gathering input and feedback from stakeholders (teachers, families, etc.) on what they want to see in a literacy HQIM. 2. Meet as a committee to review the stakeholder data to analyze trends and identify priorities. 3. Consider your division's current landscape of literacy instruction, including unique needs of students and consideration of the relative experience and knowledge base of K-5 educators. 4. Make a list of your division's top priorities or "non-negotiables" for a new literacy HQIM. 5. Finalize the process you will use to select an HQIM.	<ul style="list-style-type: none"> • Your division's mission and core values • Your division's current landscape for literacy instruction • Sample criteria and priorities for literacy HQIM (Appendix A) • Customizable rubric template for HQIM review (Appendix B) • Virginia Literacy Act Implementation Playbook

Approved Core Instructional Materials Guide

Reviews include snapshot overviews that summarize programs' strengths and challenges.

All programs include **evidence-based literacy instruction** aligned with **science-based reading research** and correlate with Virginia **SOLs**.



Overview: What's included?

- Overall rating
- Program strengths
- Program Challenges
- Bottom line
- Grade-level ratings for focus areas

Core Knowledge Language Arts 2e
 SNAPSHOT

OVERALL RATING


K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

PROGRAM STRENGTHS

- Provides the materials and support for teachers to implement a systematic, explicit comprehensive literacy instruction program from a carefully built format that integrates foundational skills, background knowledge, and comprehension.
- Builds content knowledge through the use of rigorous texts that center complex concepts and ideas. The program uses materials to help students engage with the grade-level concepts and provides many opportunities for students to complete questions and tasks in reading, writing, listening, and speaking.
- Provides teachers aligned assessments with explicit guidance to help teachers make instructional decisions to best support the needs of all their students.

PROGRAM CHALLENGES

- Materials have more limited vocabulary support, particularly in kindergarten and first grade. Teachers may benefit from additional supports for cumulative review of vocabulary words and additional student engagement opportunities with vocabulary words.
- Phonics and word study is not as strong in upper elementary grades. While materials are available, the program lacks specific guidance and devoted practice opportunities for students needing additional foundational skills work. Divisions may consider how to strengthen instruction for students in grades three through five who need additional support in phonics and word study.
- The content of the knowledge-building domains may not be accessible for all students. Teachers may need additional support implementing appropriate scaffolds to ensure all students are accessing the content from the text while maintaining the text complexity.
- Materials could be strengthened by providing additional support for small group instruction. The majority of the instruction in the program is designed for whole group lessons leaving the teacher to make many decisions regarding small group instruction and independent practice without guidance and support.



Core Knowledge Language Arts 2e
 SNAPSHOT

THE BOTTOM LINE

Core Knowledge Language Arts (CKLA) is a comprehensive literacy instructional program that uses a knowledge building approach through the use of engaging units that build background knowledge and support student growth in foundational literacy skills. Divisions should explore the featured content to examine if it is applicable and accessible to their student population. Additional foundational skills practice might also be necessary to support students in upper elementary grades who need more opportunities for instruction and practice.

CORE KNOWLEDGE LANGUAGE ARTS 2E

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness	●	●	N/A	N/A	N/A	N/A
Phonics & Word Study	●	●	●	●	●	●
Vocabulary	●	●	●	●	●	●
Text Reading & Fluency	N/A	●	●	●	●	●
Developing Comprehension & Background Knowledge	●	●	●	●	●	●
Small Group Instruction & Independent Practice	●	●	●	●	●	●
Writing	●	●	●	●	●	●

● Meets Expectations

● Partially Meets Expectations

● Does Not Meet Expectations

N/A = Not Assessed in This Grade Level



Preview: Supplemental & Intervention Programs

- Guidance for Supplemental and Intervention programs will be available in April, with another round in Fall 2024.
 - *The guidance document will be similar to the Approved Core list.*
 - *Divisions will have an opportunity to revise their Division Literacy Plans (Section 2) if they'd like to select a program from the second round.*
- Core program selection will help guide your supplemental and intervention program selection.

Guidance for Virginia Divisions: Supplemental and Intervention Programs

- **K-5:** An initial list of supplemental and intervention program materials for Kindergarten through Grade 5 is anticipated to be reviewed for VBOE approval in April 2024 and results from the ongoing cycle of review is scheduled for VBOE consideration in late summer.
 - Final K-5 supplemental and intervention programs must be determined and submitted through a revised DLP to VDOE no later than December 6, 2024.
- **6-8:** Supplemental and intervention programs will be reviewed using an updated rubric that captures what quality programming looks like in these grades. These programs will go before the VBOE at a future date. This change is reflected in version two of the DLP for the 2024-2025 school year

Add Questions Here: <http://tinyurl.com/VDOEParkingLot>

Expect & Accept Change



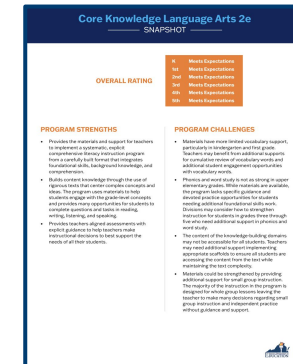
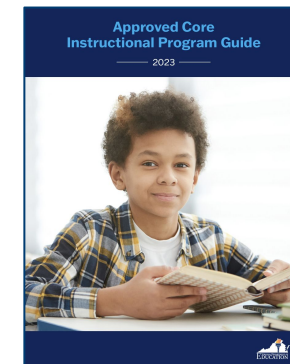
Sample Criteria & Thought Processes



Review the chart with sample criteria and thought processes. Then, discuss with your team:

1. What stands out to you about the sample criteria and thought processes?
2. Choose one based on your context:
 - If you haven't selected yet:
 - What criteria might be top priority for your division? Why?
 - What ideas or questions does this spark as you embark on the selection and adoption journey?
 - If you've already selected:
 - How are your division's priorities reflected in the core program you adopted?
 - What might teachers and leaders find challenging about implementing this product?
 - How can you leverage that in your messaging to stakeholders?

Core Literacy HQIM Selection Process At-a-Glance		
<p>Step 0: Lay a foundation for change management and effective HQIM implementation in your division.</p> <p>Step 1: Name your division's top priorities and criteria for a literacy HQIM, considering context and stakeholder input.</p> <p>Step 2: Review and narrow down your options using the Approved Core Instructional Program Guide (2023).</p> <p>Step 3: Conduct a closer review of each HQIM on your short list.</p> <p>Step 4: Make a final decision and lay the groundwork for implementation.</p>		
Action Steps	Sample Process	Resources and Considerations
<p>Step 0: Lay a foundation for change management and effective HQIM implementation in your division.</p>	<ol style="list-style-type: none"> Draft and finalize your division's vision for literacy instruction. Your vision will be a north star during the selection process. Deepen your understanding about why HQIM adoption is essential for realizing your vision, and share the rationale and connection between HQIM and literacy success for students with stakeholders to build buy-in. Establish a shared vision of success for implementation of the VLA and HQIM in your division and ensure all stakeholder groups have a clear understanding of their roles and responsibilities during adoption and implementation. 	<ul style="list-style-type: none"> Division Literacy Plan (Section 1: Vision) and instructions (accessible on this page) Literacy Network Implementation Series Session #1 Case Study: "Successfully Navigating Change and Leading VLA Implementation" Video (3 min): "Setting Sail with Strong Materials" (resource for sharing the "why" behind HQIM) Virginia Literacy Act Implementation Playbook
<p>Step 1: Name your division's top priorities and criteria for a literacy HQIM, considering context and stakeholder input.</p>	<ol style="list-style-type: none"> Develop a system (e.g. survey) for gathering input and feedback from stakeholders (teachers, families, etc.) on what they want to see in a literacy HQIM. Meet as a committee to review the stakeholder data to analyze trends and identify priorities. Consider your division's current landscape of literacy instruction, including unique needs of students and consideration of the relative experience and knowledge base of K-5 educators. Make a list of your division's top priorities or "non-negotiables" for a new literacy HQIM. Finalize the process you will use to select an HQIM. 	<ul style="list-style-type: none"> Your division's mission and core values Your division's current landscape for literacy instruction Sample criteria and priorities for literacy HQIM (Appendix A) Customizable rubric template for HQIM review (Appendix B) Virginia Literacy Act Implementation Playbook



THE BOTTOM LINE

Core Knowledge Language Arts (CKLA) is a comprehensive literacy instructional program that uses knowledge building approaches through the use of engaging texts that build background knowledge and support student literacy development across grades. CKLA has been selected for National Center for Education Policy's (NCEP) support students in upper elementary grades who need more opportunities for instruction and practice.

Grade	Met	Met	Met	Met	Met
Phonics & Foundational Skills	Met	Met	Met	Met	Met
Vocabulary	Met	Met	Met	Met	Met
Reading Comprehension & Background Knowledge	Met	Met	Met	Met	Met
Small Group Instruction & Intervention Practice	Met	Met	Met	Met	Met
Writing	Met	Met	Met	Met	Met

Met Expectations
 Partially Met Expectations
 Does Not Meet Expectations
 N/A = Not Assessed in This Grade Level

Connect, Share, Learn

Pair up with another division team.

Choose the question(s) that feel most relevant, and discuss:

- Where are you in the process of selecting and adopting core HQIM?
- Based on your experiences so far, what tips or advice can you share for a successful selection and adoption process?
- How will you communicate about your HQIM to all stakeholders and build buy-in?
- What can we do now to lay the groundwork for supplemental and intervention program selection once the list is released?

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. "Supplemental Instruction" and "Intervention" may be listed as "TBD" until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5); General Education: Approved Program 1, Special Populations: Approved Program 1).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Ex. Approved Program A (ABC Elementary) Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):		
Supplemental Instruction (K-5):		
Intervention (K-5):		

Setting Meaningful Goals & Monitoring Progress

Zoom in: Division Leaders

“Vertical Spine” =

- Division Leaders
- School Leaders
- Teachers
- Students



Division Leader Roles:

- Vision Setters
- Investment Builders
- Accountability Drivers

Key Responsibilities in Spring 2024 (Planning Phase)

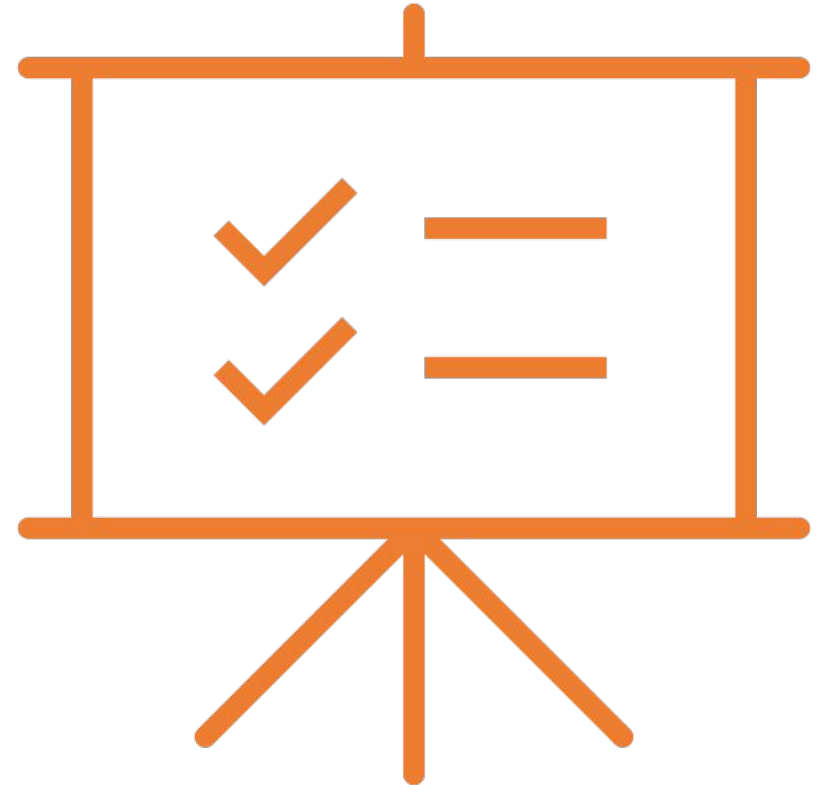
- ✓ Set and communicate your division literacy vision.
- ✓ Select, adopt, and build buy-in around high-quality instructional materials (HQIM).

3. Set and monitor progress towards meaningful goals for evidence-based literacy instruction and HQIM implementation.

Goal Setting

Meaningful implementation goals are...

- Compelling and inspiring
- Aligned to the VLA and your division literacy vision
- Communicated clearly to the larger division community
- Revisited and monitored



Tip: Categories for VLA Goal Setting

Consider **sharpening the focus of your goals by using categories** to guide your work, such as:

- Quality of instruction aligned to EBLI and SBRR
- Fidelity of HQIM implementation
- Stakeholder investment
- Teacher practice

Goal Setting Examples

Independently read the examples of goals in your note catcher and prepare to discuss:

- What stands out to you most about the sample goal statements?
- How can goal statements bring our literacy vision to life?
- To what extent do goals like this already exist in your division?

Progress Monitoring Plans

SECTION FIVE: Assessing Division Level Progress
Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Ex. Classroom Walkthroughs	Principals	Bi-Weekly
Ex. Collaborative Planning Sessions with Lesson Plan Debrief	Principal and Reading Specialist	Weekly

- **Track progress towards each goal**
- **Grounded in data-collection using an appropriate measure**
 - e.g. a stakeholder survey, or a walkthrough tool
- **Include accountability measures**
 - A member of the team owns & leads collection of data for each goal
 - *Note: Clarity on roles & responsibilities is helpful here!*
- **Revisited regularly**
 - Ongoing reflection and feedback collection
 - Adjusted in response to data at regular intervals to progress toward the literacy vision and goals

Team Debrief: Goals and Progress Monitoring Plans



- How can literacy and HQIM implementation goal statements like these help us bring our literacy vision to life?
- To what extent do goals like this already exist in our division?
- What ideas do we have for monitoring progress towards the goals we set? What existing or new strategies, systems, or tools could we leverage to track and communicate our progress?

Resource Spotlight: Section 5 Instructions

SECTION FIVE: Assessing Division Level Progress

School division leaders will be able to monitor and assess the quality of classroom instruction to identify trends, strengths, and challenges within a building. Classroom walkthrough tools should be utilized to norm school leaders, coaches, and teachers on expectations for curriculum usage, monitoring, and support. This will allow for intentional and deep conversations around evidence-based literacy instruction, implementation of HQIM with fidelity, and the role of student assessment within a literacy classroom. For example, school leaders and reading specialists should monitor and support educators in using the VALLS and other reading data in their planning for quality literacy instruction. School leaders should ensure and monitor that data are being used to support student growth.

Clarity around the vision for quality instruction will be important for stakeholders and throughout the school division. Educators should understand what is expected of them from attending the evidence-based literacy training, the HQIM implementation support, and from the various tools and resources the school division may create to level set expectations across the school division to ensure that all students receive quality, grade level instruction daily. Communication outside of the Division Literacy Plan will be required of school division leadership to provide educators with a clear sense of expectations and support.

Therefore, as school division leaders create plans, leadership should be thinking about how progress will be assessed, monitored, and adjusted as needed at the individual school level and throughout the division. Planning in this area is essential to ensure that at the end of the first year, school division leaders, school principals, and educators are aware of the progress made on the implementation of the VLA in the first year.

SAMPLE SUGGESTIONS INCLUDE:

- Engage in monthly walk-throughs to look for implementation of evidence-based literacy instruction
- Create look-fors per grade level on what implementation of evidence-based literacy instruction looks like per grade level
- Review student work samples from schools and analyze data across the division to determine trends and next steps
- Assess the usage of the adopted materials in all classrooms within a school
- Host monthly conversations with school level leaders around progress and data
- Communicate with building leaders to share successes and next steps for continued progress

GUIDING QUESTIONS:

- How will your division monitor the implementation of your Division Literacy Plan?
- How does your Division Literacy Plan monitor data collection and provide information to schools regarding assessment results?



SECTION FIVE: Assessing Division Level Progress
 Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>

Preparing for Application: Division Team Time

Choose Your Adventure

- **Option 1:** Make or update your plan for selecting, adopting, and building investment in HQIM.
 - *Division Literacy Plan, Section 2*
- **Option 2:** With your vision as a “north star”, draft or refine your division’s VLA implementation goals.
 - *Clear goals aligned to your division literacy vision will help you build buy-in around the VLA and your HQIM, and will ensure your team can track progress in a meaningful and focused way.*
- **Option 3:** Using the guidance in the DLP Instructions, develop or refine your division progress monitoring plan
 - *Division Literacy Plan, Section 5*

Let's Hear from You

*Good ideas are
best when shared!*



Wrapping Up & Survey

Learning Series at a Glance

Day 1	Day 2	Day 3	Day 4
Launching Our Work and Building Investment in a Literacy Vision	Effective Leadership during Adoption and Early Implementation of HQIM	Establishing the Conditions for Successful HQIM Implementation	Deepening Support for Teachers: Professional Learning & Collaborative Planning

The Division Literacy Plan: Expectations

The **Components of a Coherent Literacy Strategy** should serve as the backbone of the Division Literacy Plan:

-
- 1. Assess the landscape
 - 2. Develop a literacy vision and goals
 - 3. Build and maintain investment
 - 4. Define clear roles and responsibilities
 - 5. Adopt strong HQIM and structures for coherence
 - 6. Provide development and supportive structures (e.g. professional learning around HQIM and EBLI aligned to SBRR)
 - 7. Establish Accountability, Monitor Progress, and Adjust Strategy

March Literacy Updates

Reference the Resource Bank at the bottom of your note catcher to access all March Literacy Updates.

Add Questions Here: <http://tinyurl.com/VDOEParkingLot>

Feedback Survey

Please take the last few minutes to
complete our feedback survey →
<http://tinyurl.com/VDOESurvey2>

We truly appreciate and value your feedback!