Welcome back! Please sit with your division team.

Log onto the WiFi:

Access your note catcher for today:
https://tinyurl.com/VDOES3Notes

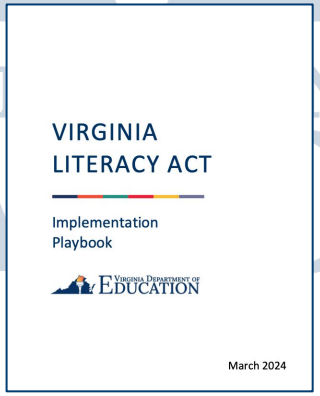
Access the VLA Implementation Playbook:
https://tinyurl.com/VLAPlaybook

(Optional, if questions arise) Parking Lot:
http://tinyurl.com/VDOEParkingLot

Network Implementation Series

Session 3: Establishing the Conditions for Successful HQIM Implementation

April, 2024



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 2 Survey Snapshot

"Key Takeaway" Quotes:

- "Success is dependent upon **solid plan**, with a **good goal**, and a **systematic roll out**."
- "We need to make sure we **set clear expectations and goals** for when we do adopt and implement HQIM. We need to **clearly define roles** who will manage all the goals."
- "The most important takeaway was ensuring all stakeholders know their **role** and the **expectations**."
- "My take away as the superintendent is to determine how we continue to **communicate the division literacy goals** to all stakeholders including the **significance of HQIM** and the **selection process**."
- "The **buy-in piece is paramount** to progressing and that **this a long game** - taking it one step at a time, ensuring we are building a strong foundation for later steps."

Session Delivery Quotes:

- **Collaboration and Discussion:** "I found it very beneficial when we were able to talk with colleagues from other divisions. It was helpful to hear what they were doing; what their struggles and successes have been. I also liked that we had ample opportunities to discuss the information at our table, which gave us time to think about where we are and what our next steps will be."
- **Choice: "**Loved the goal setting session and the collaboration on something of our choosing."

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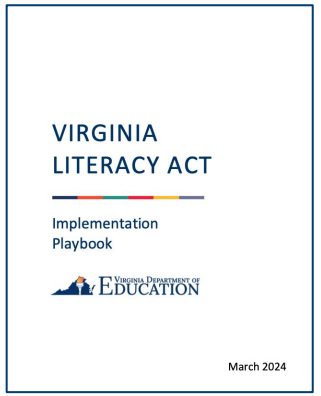
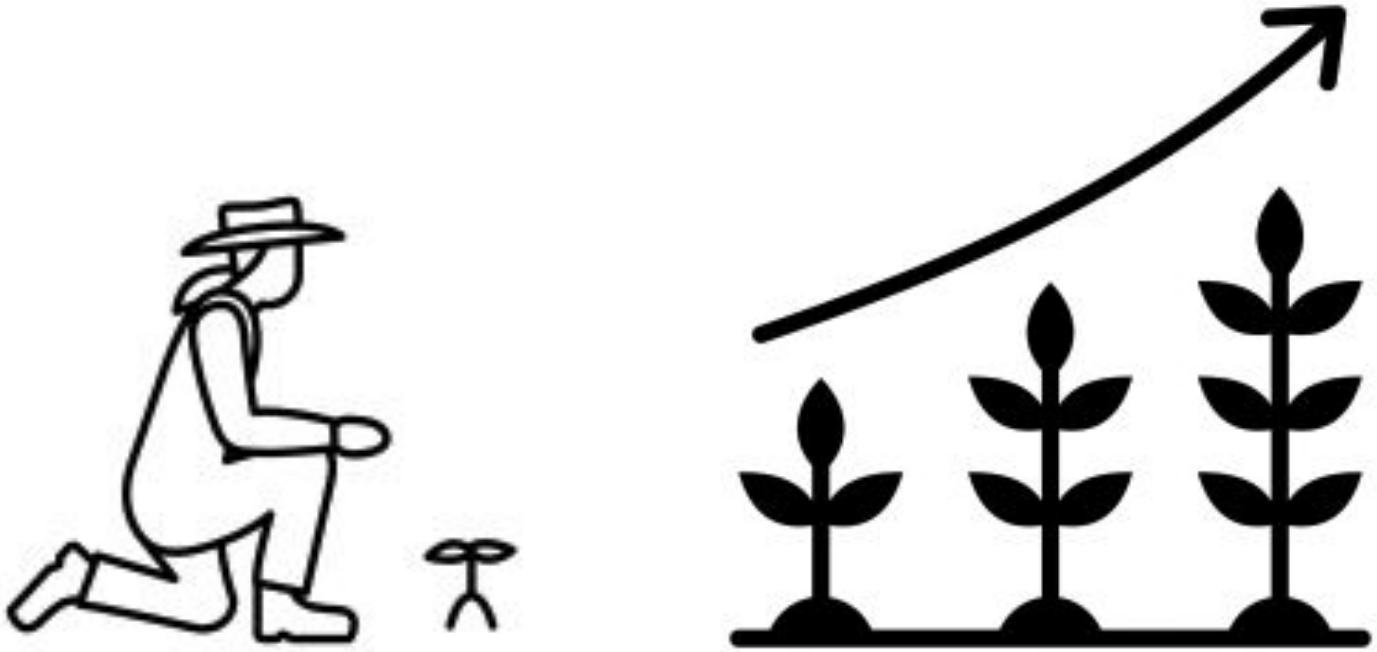
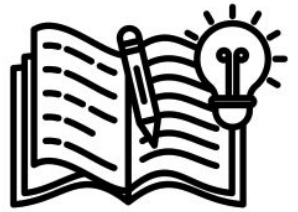
Launching Our Work and Building Investment in a Literacy Vision	Effective Leadership during Adoption and Early Implementation of HQIM	Establishing the Conditions for Successful HQIM Implementation 	Deepening Support for Teachers: Professional Learning & Collaborative Planning

A Metaphor: “Conditions for Success”

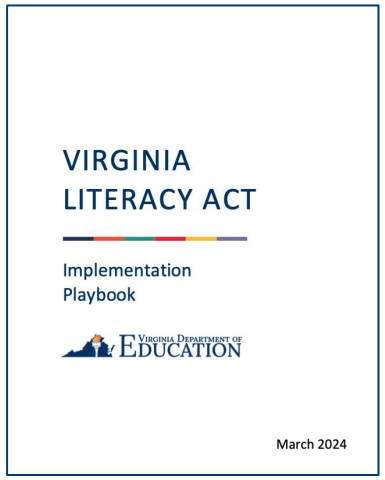


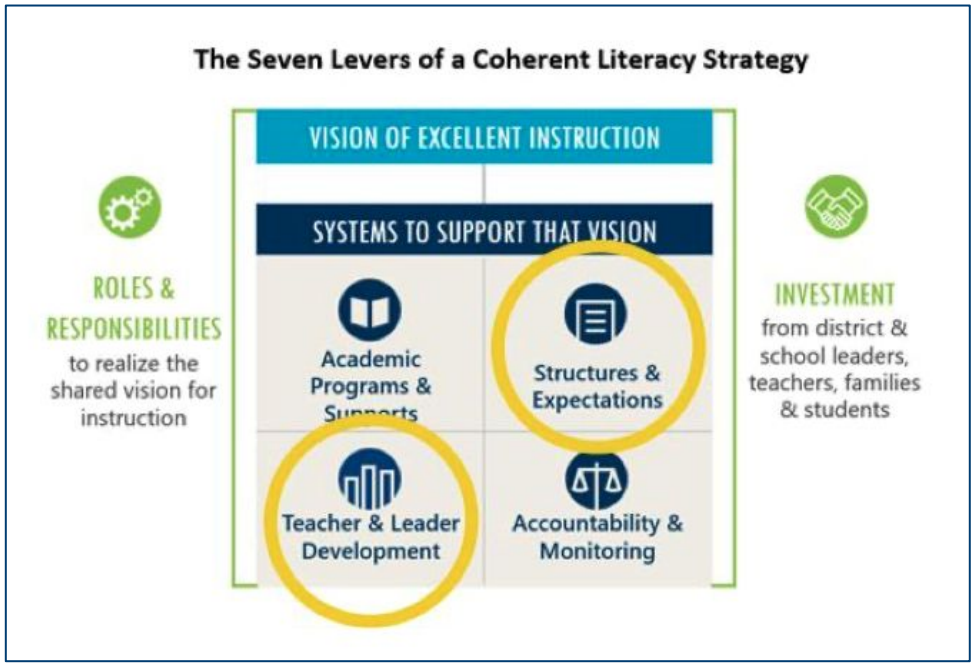
A Metaphor: "Conditions for Success"

"Conditions for Success" in a Garden	"Conditions for Success" in a School Division (VLA and HQIM Implementation)
• Ample sunlight • Fertile, nutrient-rich soil • Sufficient (but not too much) rainfall or water • The "just-right" temperature range • Appropriate percentage of humidity • Enough space to grow • Protection (e.g. from animals) • Ongoing maintenance and attention from the gardener	**Brainstorm & Share:** *What are some of the "conditions for success" in a school division that's working towards VLA and HQIM implementation?*



Session 3 Objectives





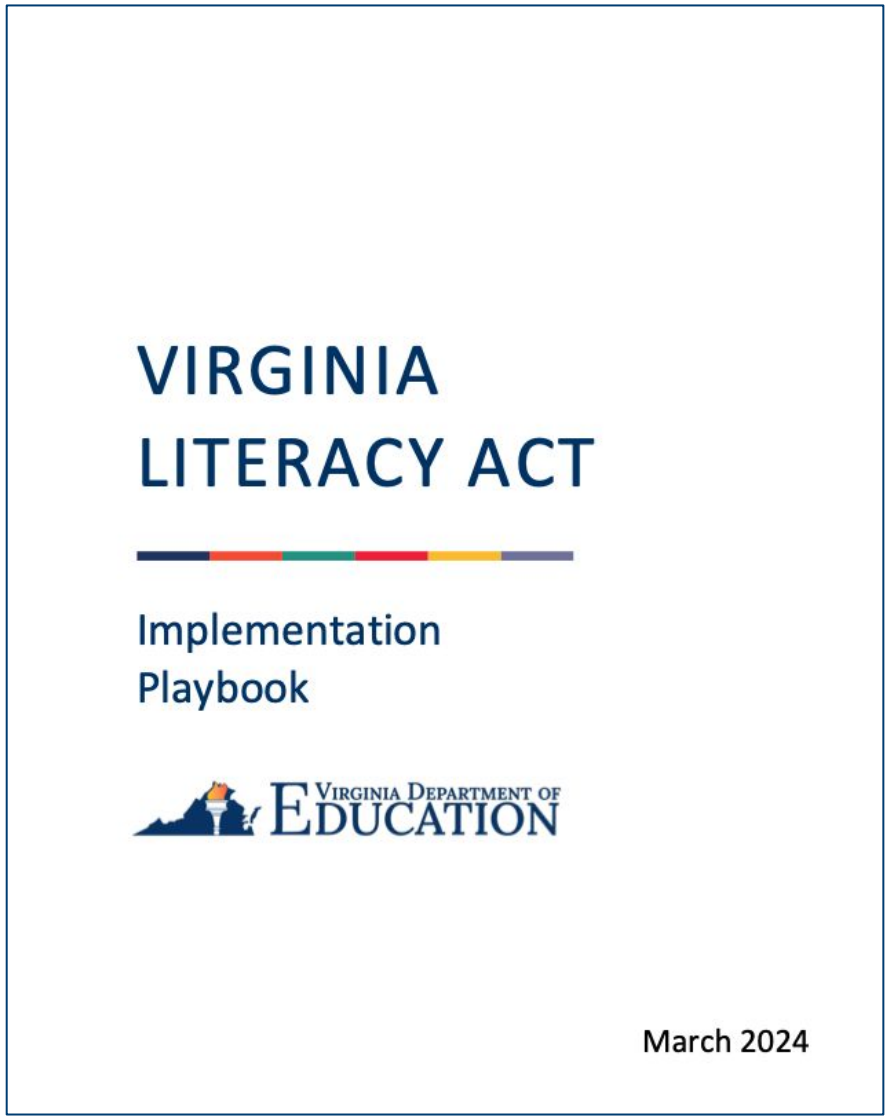
Today, we will:

- Unpack the **VLA Implementation Playbook** and understand how it can be used to support your efforts
- Define the **enabling conditions** for successful VLA and HQIM implementation (including structures, expectations, teacher and leader development, investment, and more)
- Analyze which conditions for success are already in place in your division, and which to **prioritize planning** for this spring
- Continue developing your **Division Literacy Plan** with your team, using **guidance from the Playbook**

Our Agenda

Time	Topic
15 min.	Getting Started and Introducing the VLA Implementation Playbook
90 min.	Defining and Unpacking the Conditions for Successful VLA and HQIM Implementation using Guidance from the Playbook
10 min.	Break
60 min.	Division Team Time: Application and Planning
10 min.	Wrapping Up

Resource Spotlight: VLA Implementation Playbook



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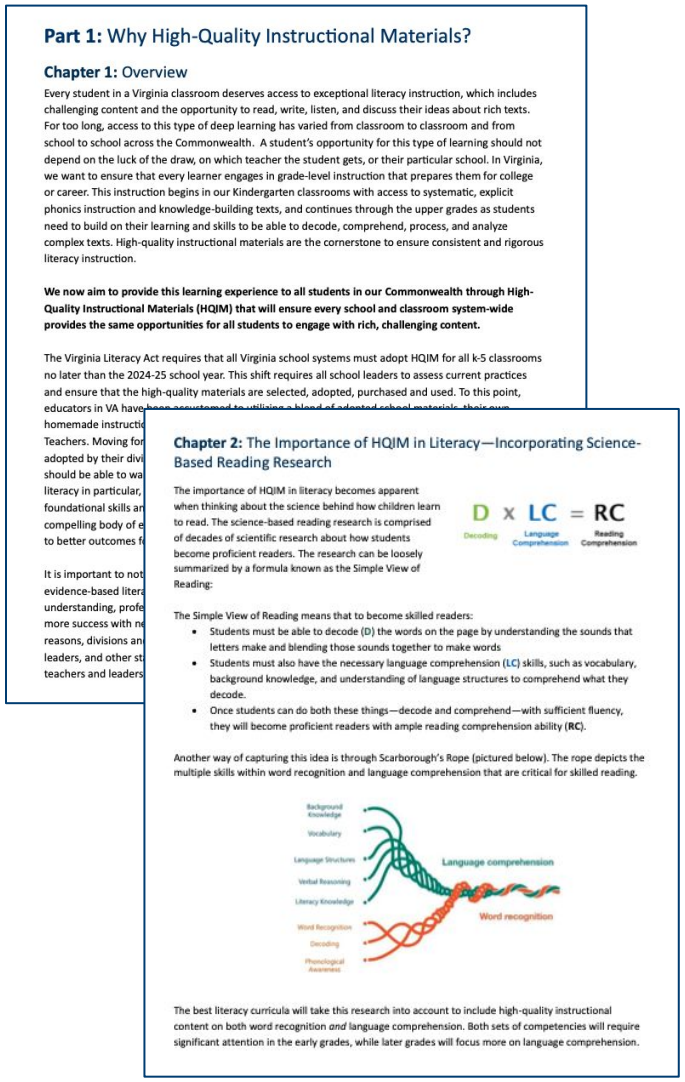
https://tinyurl.com/VLAPlaybook

Unpacking the Playbook, Part 1



Part 1: Why High-Quality Instructional Materials?

Chapter 1: Overview

Every student in a Virginia classroom deserves access to exceptional literacy instruction, which includes challenging content and the opportunity to read, write, listen, and discuss their ideas about rich texts. For too long, access to this type of deep learning has varied from classroom to classroom and from school to school across the Commonwealth. A student's opportunity for this type of learning should not depend on the luck of the draw, on which teacher the student gets, or their particular school. In Virginia, we want to ensure that every learner engages in grade-level instruction that prepares them for college or career. This instruction begins in our Kindergarten classrooms with access to systematic, explicit phonics instruction and knowledge-building texts, and continues through the upper grades as students need to build on their learning and skills to be able to decode, comprehend, process, and analyze complex texts. High-quality instructional materials are the cornerstone to ensure consistent and rigorous literacy instruction.

We now aim to provide this learning experience to all students in our Commonwealth through High-Quality Instructional Materials (HQIM) that will ensure every school and classroom system-wide provides the same opportunities for all students to engage with rich, challenging content.

The Virginia Literacy Act requires that all Virginia school systems must adopt HQIM for all k-5 classrooms no later than the 2024-25 school year. This shift requires all school leaders to assess current practices and ensure that the high-quality materials are selected, adopted, purchased and used. To this point, educators in VA have

Chapter 2: The Importance of HQIM in Literacy—Incorporating Science-Based Reading Research

The importance of HQIM in literacy becomes apparent when thinking about the science behind how children learn to read. The science-based reading research is comprised of decades of scientific research about how students become proficient readers. The research can be loosely summarized by a formula known as the Simple View of Reading:

D x LC = RC
Decoding · Language Comprehension · Reading Comprehension

The Simple View of Reading means that to become skilled readers:

- Students must be able to decode (D) the words on the page by understanding the sounds that letters make and blending those sounds together to make words
- Students must also have the necessary language comprehension (LC) skills, such as vocabulary, background knowledge, and understanding of language structures to comprehend what they decode.
- Once students can do both these things—decode and comprehend—with sufficient fluency, they will become proficient readers with ample reading comprehension ability (RC).

Another way of capturing this idea is through Scarborough's Rope (pictured below). The rope depicts the multiple skills within word recognition and language comprehension that are critical for skilled reading.

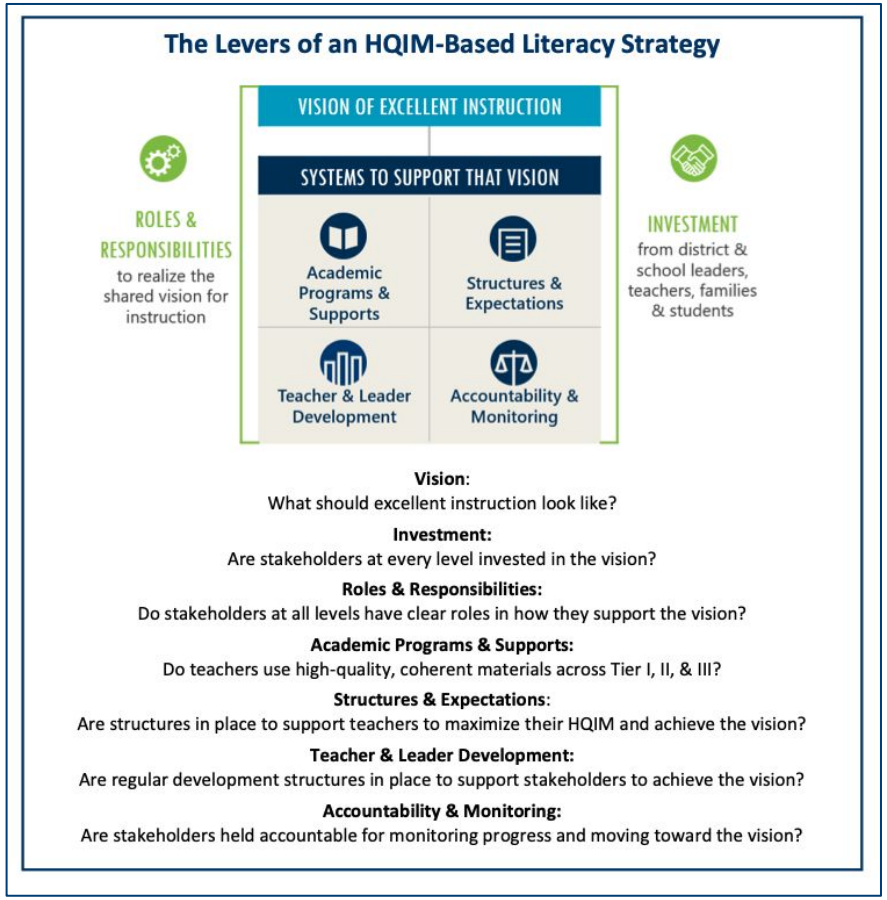
The best literacy curricula will take this research into account to include high-quality instructional content on both word recognition *and* language comprehension. Both sets of competencies will require significant attention in the early grades, while later grades will focus more on language comprehension.

Part 1: Why HQIM?

- **Chapter 1:** Outlines research supporting the benefits and impact of using high-quality instructional materials (HQIM) and the importance of providing all students access to rich, challenging content
- **Chapter 2:** Summarizes the science-based research research and how that is woven into HQIM

These chapters can deepen your own understanding *and* help you invest others in the VLA.

Unpacking the Playbook, Part 2



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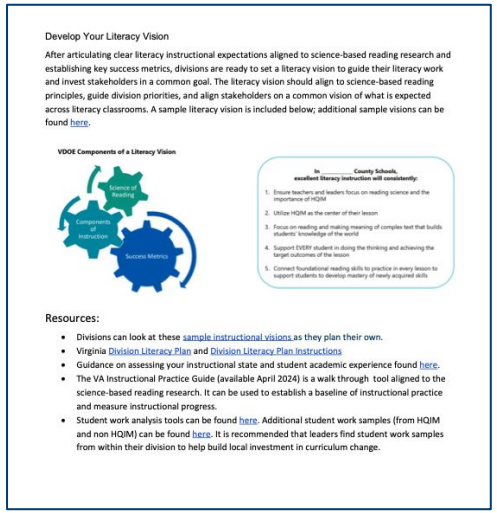
Each chapter in the Playbook walks through these levers in detail.

- Divisions may use the suggestions and resources within each chapter to develop their **Division Literacy Plans** outlining how they will **successfully implement HQIM** and develop **evidence-based literacy instruction** across the division.

Connections to Sessions 1 and 2



Develop Your Literacy Vision

After articulating clear literacy instructional expectations aligned to science-based reading research and establishing key success metrics, divisions are ready to set a literacy vision to guide their literacy work and invest stakeholders in a common goal. The literacy vision should align to science-based reading principles, guide division priorities, and align stakeholders on a common vision of what is expected across literacy classrooms. A sample literacy vision is included below; additional sample visions can be found here.

VDOE Components of a Literacy Vision

In _____ County Schools, excellent literacy instruction will consistently:

1. Ensure teachers and leaders focus on reading science and the importance of HQIM
2. Utilize HQIM as the center of their lesson
3. Focus on reading and making meaning of complex text that builds students' knowledge of the world
4. Support EVERY student in doing the thinking and achieving the target outcomes of the lesson
5. Connect foundational reading skills to practice in every lesson to support students to develop mastery of newly acquired skills

Resources:

- Divisions can look at these sample instructional visions as they plan their own.
- Virginia Division Literacy Plan and Division Literacy Plan Instructions
- Guidance on assessing your instructional state and student academic experience found here.
- The VA Instructional Practice Guide (available April 2024) is a walk through tool aligned to the science-based reading research. It can be used to establish a baseline of instructional practice and measure instructional progress.
- Student work analysis tools can be found here. Additional student work samples (from HQIM and non HQIM) can be found here. It is recommended that leaders find student work samples from within their division to help build local investment in curriculum change.

Chapter 3:

Developing a Literacy Vision

Chapter 4: Building Investment

School systems spend significant time and money adopting new curricula, but often overlook the key step of building investment. This can doom new HQIM. An underinvested teacher may "use" HQIM in the loosest sense possible—without understanding or integrity—and then conclude that the materials don't work. Such disinvested teachers are likely to return to previous materials that they are more familiar with, and students may suffer. To avoid such scenarios, divisions should carefully plan to invest all key stakeholders in the HQIM adoption process and any newly adopted materials.

Knowledge of the topic had a much bigger impact on comprehension than generalized reading ability did.

Measure of Comprehension

Key Steps for Building Investment

a. Identify Key Stakeholders
b. Build Investment in the Need for HQIM
c. Build Investment in Adopted HQIM
d. Maintain Investment

Identify Key Stakeholders

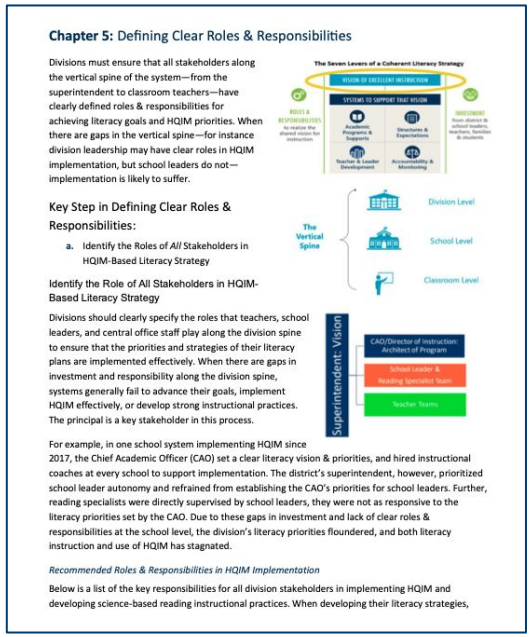
Divisions must first identify key stakeholders impacted by curriculum change, including teachers, leaders, community partners, family members, students, and board members. Each of these groups will have different interests and needs that must be addressed to ensure they are invested in making HQIM adoption successful. All stakeholders must understand the division literacy vision and goals, how HQIM support that vision, and how and when curriculum adoption will occur and what benefits it will bring.

Build Investment in the Need for HQIM

Asking all educators to center their daily instruction in the new instructional materials can be a big change. We must build a common understanding of why this change is necessary with classroom educators, school leaders, and community members. Below are some of the key messages that should be shared with stakeholders to build their understanding of, and investment in, HQIM change.

Chapter 4:

Building Investment



Chapter 5: Defining Clear Roles & Responsibilities

Divisions must ensure that all stakeholders along the vertical spine of the system—from the superintendent to classroom teachers—have clearly defined roles & responsibilities for achieving literacy goals and HQIM priorities. When there are gaps in the vertical spine—for instance division leadership may have clear roles in HQIM implementation, but school leaders do not—implementation is likely to suffer.

The Seven Levers of a Coherent Literacy Strategy

Key Step in Defining Clear Roles & Responsibilities:

a. Identify the Roles of *All* Stakeholders in HQIM-Based Literacy Strategy

Identify the Role of All Stakeholders in HQIM-Based Literacy Strategy

Divisions should clearly specify the roles that teachers, school leaders, and central office staff play along the division spine to ensure that the priorities and strategies of their literacy plans are implemented effectively. When there are gaps in investment and responsibility along the division spine, systems generally fail to advance their goals, implement HQIM effectively, or develop strong instructional practices. The principal is a key stakeholder in this process.

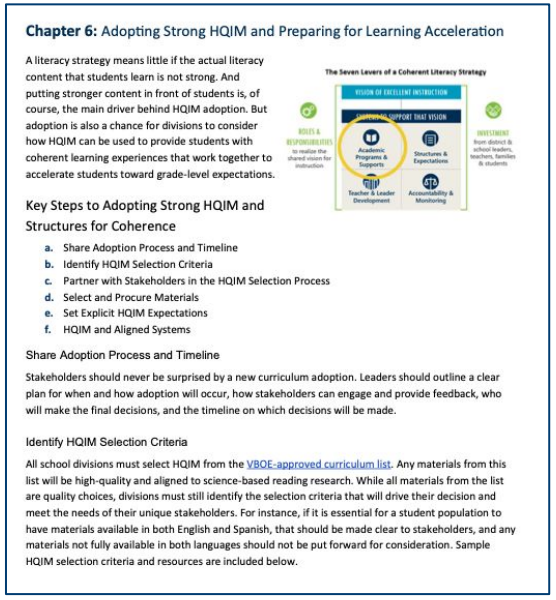
For example, in one school system implementing HQIM since 2017, the Chief Academic Officer (CAO) set a clear literacy vision & priorities, and hired instructional coaches at every school to support implementation. The district's superintendent, however, prioritized school leader autonomy and refrained from establishing the CAO's priorities for school leaders. Further, reading specialists were directly supervised by school leaders, they were not as responsive to the literacy priorities set by the CAO. Due to these gaps in investment and lack of clear roles & responsibilities at the school level, the division's literacy priorities floundered, and both literacy instruction and use of HQIM has stagnated.

Recommended Roles & Responsibilities in HQIM Implementation

Below is a list of the key responsibilities for all division stakeholders in implementing HQIM and developing science-based reading instructional practices. When developing their literacy strategies,

Chapter 5:

Defining Clear Roles and Responsibilities



Chapter 6: Adopting Strong HQIM and Preparing for Learning Acceleration

A literacy strategy means little if the actual literacy content that students learn is not strong. And putting stronger content in front of students is, of course, the main driver behind HQIM adoption. But adoption is also a chance for divisions to consider how HQIM can be used to provide students with coherent learning experiences that work together to accelerate students toward grade-level expectations.

The Seven Levers of a Coherent Literacy Strategy

Key Steps to Adopting Strong HQIM and Structures for Coherence

a. Share Adoption Process and Timeline
b. Identify HQIM Selection Criteria
c. Partner with Stakeholders in the HQIM Selection Process
d. Select and Procure Materials
e. Set Explicit HQIM Expectations
f. HQIM and Aligned Systems

Share Adoption Process and Timeline

Stakeholders should never be surprised by a new curriculum adoption. Leaders should outline a clear plan for when and how adoption will occur, how stakeholders can engage and provide feedback, who will make the final decisions, and the timeline on which decisions will be made.

Identify HQIM Selection Criteria

All school divisions must select HQIM from the VBOE-approved curriculum list. Any materials from this list will be high-quality and aligned to science-based reading research. While all materials from the list are quality choices, divisions must still identify the selection criteria that will drive their decision and meet the needs of their unique stakeholders. For instance, if it is essential for a student population to have materials available in both English and Spanish, that should be made clear to stakeholders, and any materials not fully available in both languages should not be put forward for consideration. Sample HQIM selection criteria and resources are included below.

Chapter 6:

Adopting Strong HQIM and Preparing for Learning Acceleration

Today's Focus Areas: Playbook Chapters 4, 6, and 7

Chapter 4: Building Investment

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Identify Key Stakeholders

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Build Investment in the Need for HQIM

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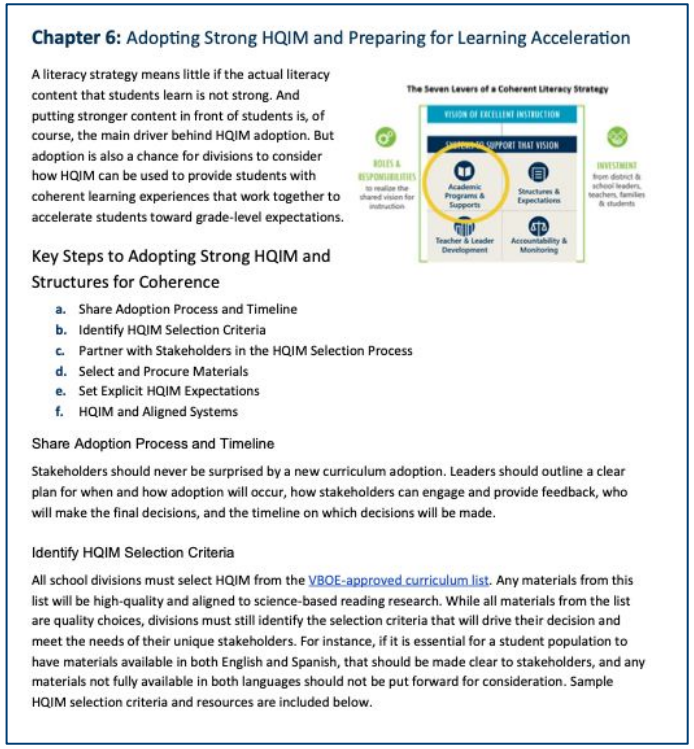

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The Seven Levers of a Coherent Literacy Strategy

Key Steps to Adopting Strong HQIM and Structures for Coherence

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Chapter 6:

Adopting Strong HQIM and Preparing for Learning Acceleration

Chapter 7: Launching Development and Support Structures

An essential part of any strong literacy strategy includes professional learning and development structures that support teachers & leaders to understand evidence-based reading pedagogy, implement HQIM effectively, and achieve key literacy priorities. Divisions should launch their newly adopted HQIM with a full development plan and all necessary supports in place. This will ensure that teachers and leaders are prepared to tackle the challenging task of new HQIM implementation.

The Seven Levers of a Coherent Literacy Strategy

An effective suite of supports will include both trainings to familiarize teachers and leaders with new materials & evidence-based reading instructional practices, *and* regular support & development structures such as weekly lesson planning cycles and frequent HQIM-based walk throughs, coaching, and feedback. Division development plans and support structures should be outlined in the required Division Literacy Plan.

Key Steps for Launching Development and Support Structures

a. Create HQIM Support & Development Structures
b. Develop Teacher & Leader Training Plan

Chapter 7:

Launching Development and Support Structures

Defining and Unpacking "Conditions for Success"

A Mental Model: "Technical" and "Adaptive" Conditions for Success

Technical

Defined systems, structures, policies, and expectations.

*Technical conditions pave the way for implementation by **removing barriers**; these must be planned for and executed prior to HQIM implementation*

Adaptive

Preparing people to accept, adjust to, and embrace a change or vision.

*Adaptive conditions require ongoing work to **foster growth,** leading to gradual shifts in mindsets, beliefs, values, priorities, and/or habits.*

Stop & Jot

Brainstorm and make a list
of the technical conditions that should be in place to pave the way for successful VLA and HQIM Implementation

Technical Conditions: 5 Big Buckets

HQIM Access *Teachers and students have access to all materials needed to implement HQIM with fidelity.*	**Schedules and Calendars** *Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.*	**Explicit Expectations for HQIM Implementation** *Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirements.*	**Aligned Expectations for Assessment** *Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.*	**Teacher and Leader Development Structures** *Professional learning and coaching plans are grounded in HQIM implementation.*

Division Literacy Plan Connections

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 THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

Enter your description of additional training here.

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as "TBD" until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Ex. Virginia Language &Literacy Screener (VALLS): Pre-K	*Beginning, Middle and End of Year*	*Reading Specialist, VALLS Coordinator*

Review the Technical Conditions Chart

As you read, reflect independently:

- What stands out to you most? Why?
- How does this chart compare to the list you just created?
- What ideas or questions does this generate for you?

Technical Conditions for Successful VLA and HQIM Implementation

HQIM Access *Teachers and students have access to all materials needed to implement HQIM with fidelity.*	**Schedules and Calendars** *Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.*	**Aligned Expectations for HQIM Implementation** *Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirements.*	**Aligned Expectations for Assessment** *Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.*	**Teacher and Leader Development Structures** *Professional learning and coaching plans are grounded in HQIM implementation.*

• selection and adoption of an approved core program in K-5 by spring 2024
• timely and accurate ordering of materials (procurement)
• efficient and organized distribution of materials (distribution)
• each school/classroom has the technology needed to implement the program with fidelity
• all teachers and leaders have clear directions for how to access and set up any digital accounts (if applicable)
	• daily instructional time meets minimum program-specific requirements
	• master schedule provides adequate individual and collaborative planning time
	• instructional calendar is aligned to program-specific pacing guidance and specifies time windows for:
	  • unit internalization prior to each unit
	  • curriculum- embedded assessments
		• set and communicate clear expectations for what HQIM implementation with fidelity looks like (this can be iterative as your team's understanding of effective HQIM implementation grows during walkthroughs)
		• planning expectations require use of unit and lesson internalization protocols
		• outside resources *(e.g. Teachers Pay Teachers)* are not utilized to replace or supplement the core program
			• expectations prioritize curriculum-embedded assessments
			• ensure administration and analysis of VALLSS literacy screener data and any other diagnostic assessments you will utilize
			• tiered systems of support and other student support systems are aligned to adopted HQIM
			• grading policy implications have been examined and guidance has been developed based on program specificity
				• professional learning about EBLI aligned to SBRR is provided to all teachers and leaders
				• HQIM-specific professional learning is scheduled throughout the year
				• Walkthrough observation systems to track data and look at trends
				• Lesson preparation cycles and collaborative planning are prioritized
				• systems in place to monitor professional learning attendance and efficacy
				• observation and feedback/coaching expectations prioritize fidelity of HQIM implementation

Note Catcher, Page 4

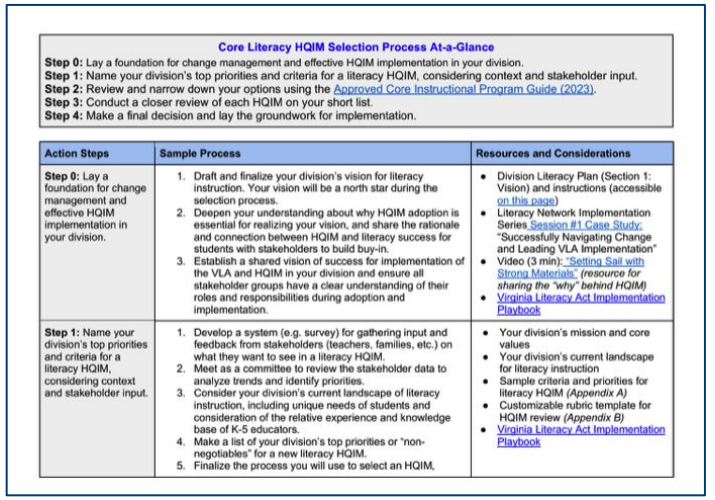
Zoom In: HQIM Access

HQIM Access

Teachers and students have access to all materials needed to implement HQIM with fidelity.

- selection and adoption of an approved core program in K-5 by spring 2024
- timely and accurate ordering of materials (procurement)
- efficient and organized distribution of materials (distribution)
- each school/classroom has the technology needed to implement the program with fidelity
- all teachers and leaders have clear directions for how to access and set up any digital accounts (if applicable)

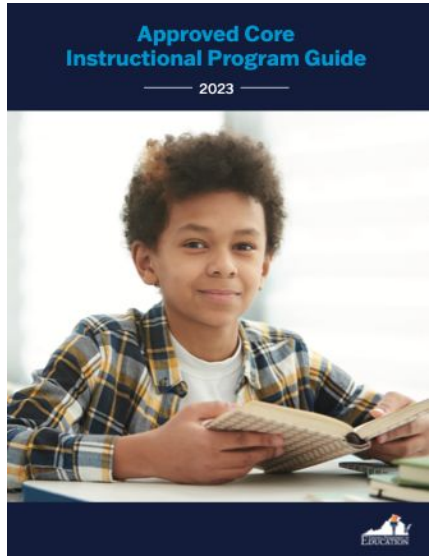
Session 2: Guidance Document



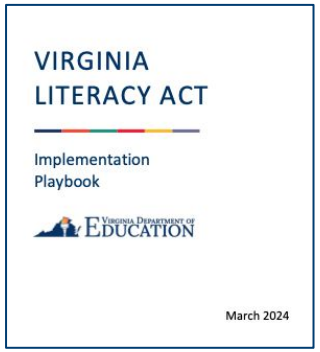
Core Literacy HQIM Selection Process At-a-Glance

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.

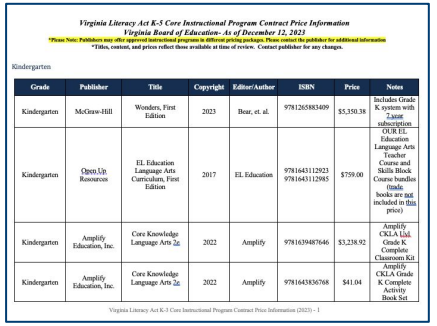
Action Steps	Sample Process	Resources and Considerations
Step 0: Lay a foundation for change management and effective HQIM implementation in your division.	1. Draft and finalize your division's vision for literacy instruction. Your vision will be a north star during the selection process. 2. Deepen your 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.	• 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.	• 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



VLA Implementation Playbook *Chapter 6



Approved Program Procurement and Pricing Information



Virginia Literacy Act K-5 Core Instructional Program Contract Price Information
Virginia Board of Education- As of December 12, 2023
Please Note: Publishers may offer approved instructional programs in different pricing packages. Please contact the publisher for additional information.
Titles, content, and prices reflect those available at time of review. Contact publisher for any changes.

Kindergarten

Grade	Publisher	Title	Copyright	Editor/Author	ISBN	Price	Notes
Kindergarten	McGraw-Hill	Wonders, First Edition	2023	Bear, et. al.	9781265883409	$5,350.38	Includes Grade K system with 7-year subscription
Kindergarten	Open Up Resources	EL Education Language Arts Curriculum, First Edition	2017	EL Education	9781643112923 9781643112985	$759.00	OUR EL Education Language Arts Teacher Course and Skills Block Course bundles (trade books are not included in this price)
Kindergarten	Amplify Education, Inc.	Core Knowledge Language Arts 2e	2022	Amplify	9781639487646	$3,238.92	Amplify CKLA Upl. Grade K Complete Classroom Kit
Kindergarten	Amplify Education, Inc.	Core Knowledge Language Arts 2e	2022	Amplify	9781643836768	$41.04	Amplify CKLA Grade K Complete Activity Book Set

Zoom In: Schedules and Calendars

Schedules and Calendars

Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.

- daily instructional time meets minimum program-specific requirements
- master schedule provides adequate individual and collaborative planning time
- instructional calendar is aligned to program-specific pacing guidance and specifies time windows for:
  - unit internalization prior to each unit
  - ongoing lesson preparation cycles
  - curriculum-embedded assessments

Time for INSTRUCTION

Time for COLLABORATION and PLANNING

Time for TRAINING and LEARNING

Time for WALKTHROUGHS and FEEDBACK

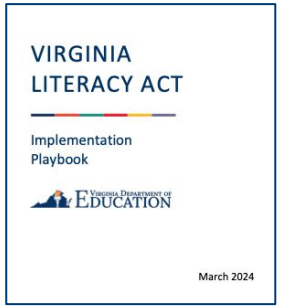
Zoom In: Explicit HQIM Expectations

Explicit Expectations for HQIM Implementation *Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirements.*
• set and communicate clear expectations for what HQIM implementation with fidelity looks like (this can be iterative as your team's understanding of effective HQIM implementation grows during walkthroughs) • planning expectations require use of unit and lesson internalization protocols • outside resources *(e.g. Teachers Pay Teachers)* are not utilized to replace or supplement the core program

Key Message for ALL Stakeholders:

"The adopted HQIM must be used consistently and with integrity, and should form the basis for all core instruction."

Source: VLA Implementation Playbook, Chapter 6, page 35



Zoom In: Aligned Assessment Expectations

Aligned Expectations for Assessment

Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.

- expectations prioritize administration of curriculum-embedded assessments
- ensure administration and analysis of VALLSS literacy screener data and any other diagnostic assessments you will utilize
- tiered systems of support and other student support systems are aligned to adopted HQIM
- grading policy implications have been examined and guidance has been developed based on program specificity

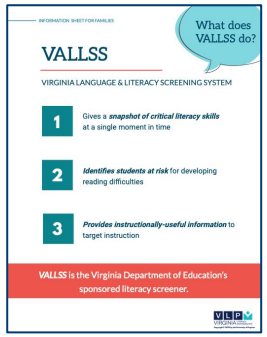
"Curriculum-Embedded Assessments" = formative and summative opportunities to assess student learning that are infused into the curriculum and aligned to what is taught in a lesson or unit. ***They enable teachers to better understand and plan additional support for students in future units and lessons.***

VIRGINIA DEPARTMENT OF EDUCATION

EIRI Assessment Schedule

	Fall	Mid-Year	Spring
Kindergarten	All students screened	Optional progress monitoring window	All students screened
First Grade	All students screened	Optional progress monitoring window	All students screened
Second Grade	All students screened	Optional progress monitoring window	All students without a "high benchmark* score" are screened
Third Grade	Students who are new to Virginia public schools and students who received summer intervention are screened	Optional progress monitoring window	All students take the SOL English/ reading test

*The purpose of the high benchmark is to exempt from future VALLSS screenings those students whose scores are so high in spring of second grade, that it is unlikely that future screenings will identify them for additional instruction. Students meeting the high benchmark do not need to take a VALLSS provided literacy screener in the future unless the teacher wishes to administer a VALLSS provided literacy screener to those students for instructional purposes.



VALLSS Screener Information and VDOE Guidance

VIRGINIA LANGUAGE AND LITERACY SCREENING SYSTEM (VALLSS)

Virginia is currently engaged in a multi-year process of updating its system for screening students for reading difficulties. The new screening system aligns with the most current evidence base and includes a more comprehensive and expanded coverage of skills.

2022-2023	VALLSS Pre-K	Launched
2023-2024	VALLSS K-3	Soft Launched in 17 Divisions
2024-2025	VALLSS Fully Implemented K-3	All Divisions

VLP is currently in the process of developing a screening system for students in Grades 4-8, which will be piloted and launched in the coming years. Thus, in the 2024-2025 school year, divisions should screen all K-3 students using the VALLSS in accordance with VDOE guidance.

Zoom In: Teacher and Leader Development Structures

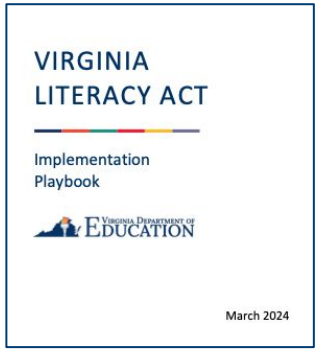
Teacher and Leader Development Structures

Professional learning and coaching plans are grounded in HQIM implementation.

- professional learning about EBLI aligned to SBRR is provided to all teachers and leaders
- HQIM-specific professional learning is scheduled throughout the yea
- Walkthrough observation syste track data and look at tren
- Lesson preparation cycles a collaborative planning are pri
- systems in place to monit professional learning attendan efficacy
- observation and feedback/coaching expectations prioritize fidelity of HQIM implementation

MUCH more to come on Training & Development Structures in Session #4!

VLA Implementation Playbook *Chapter 7


VIRGINIA LITERACY ACT

Implementation Playbook

Virginia Department of Education

March 2024

Chapter 7: Launching Development and Support Structures

An essential part of any strong literacy strategy includes professional learning and development structures that support teachers & leaders to understand evidence-based reading pedagogy, implement HQIM effectively, and achieve key literacy priorities. Divisions should launch their newly adopted HQIM with a full development plan and all necessary supports in place. This will ensure that teachers and leaders are prepared to tackle the challenging task of new HQIM implementation.

An effective suite of supports will include both trainings to familiarize teachers and leaders with new materials & evidence-based reading instructional practices, *and* regular support & development structures such as weekly lesson planning cycles and frequent HQIM-based walk throughs, coaching, and feedback. Division development plans and support structures should be outlined in the required Division Literacy Plan.

WHO? WHAT? WHEN?

Superintendent: Literacy Vision

School: Structures & Support

Teachers

Design: November-December
Roll Out- School Leaders: January-March
Roll Out-School Board, Teachers and Families: April -June

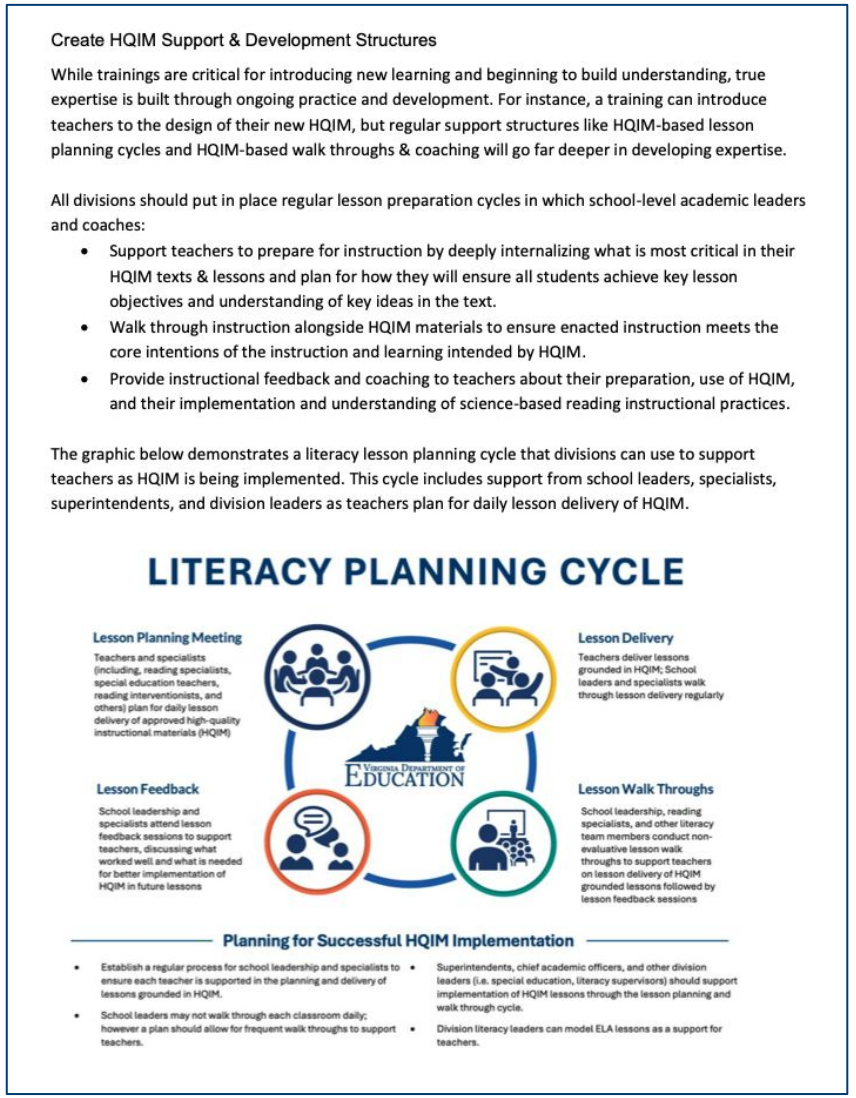
Schedule: January
Walk Through Plan: Feb-March
Professional Learning: March-August
Support and Tracking Plan: April-June

Phase I: Pedagogy (SOR) Professional Development
Phase II: Materials Professional Development
Phase III: Collaborative Lesson Planning
Phase IV: Time with Teacher Team

VDOE

Key Steps for Launching Development and Support Structures

a. Create HQIM Support & Development Structures
b. Develop Teacher & Leader Training Plan


Create HQIM Support & Development Structures

While trainings are critical for introducing new learning and beginning to build understanding, true expertise is built through ongoing practice and development. For instance, a training can introduce teachers to the design of their new HQIM, but regular support structures like HQIM-based lesson planning cycles and HQIM-based walk throughs & coaching will go far deeper in developing expertise.

All divisions should put in place regular lesson preparation cycles in which school-level academic leaders and coaches:

- Support teachers to prepare for instruction by deeply internalizing what is most critical in their HQIM texts & lessons and plan for how they will ensure all students achieve key lesson objectives and understanding of key ideas in the text.
- Walk through instruction alongside HQIM materials to ensure enacted instruction meets the core intentions of the instruction and learning intended by HQIM.
- Provide instructional feedback and coaching to teachers about their preparation, use of HQIM, and their implementation and understanding of science-based reading instructional practices.

The graphic below demonstrates a literacy lesson planning cycle that divisions can use to support teachers as HQIM is being implemented. This cycle includes support from school leaders, specialists, superintendents, and division leaders as teachers plan for daily lesson delivery of HQIM.

LITERACY PLANNING CYCLE

Lesson Planning Meeting
Teachers and specialists (including, reading specialists, special education teachers, reading interventionists, and others) plan for daily lesson delivery of approved high-quality instructional materials (HQIM)

Lesson Delivery
Teachers deliver lessons grounded in HQIM; School leaders and specialists walk through lesson delivery regularly

Lesson Feedback
School leadership and specialists attend lesson feedback sessions to support teachers, discussing what worked well and what is needed for better implementation of HQIM in future lessons

Lesson Walk Throughs
School leadership, reading specialists, and other literacy team members conduct non-evaluative lesson walk throughs to support teachers on lesson delivery of HQIM grounded lessons followed by lesson feedback sessions

Virginia Department of Education

Planning for Successful HQIM Implementation

- Establish a regular process for school leadership and specialists to ensure each teacher is supported in the planning and delivery of lessons grounded in HQIM.
- School leaders may not walk through each classroom daily; however a plan should allow for frequent walk throughs to support teachers.
- Superintendents, chief academic officers, and other division leaders (i.e. special education, literacy supervisors) should support implementation of HQIM lessons through the lesson planning and walk through cycle.
- Division literacy leaders can model ELA lessons as a support for teachers.

Teacher AND Leader Development

It's critical for teachers **and leaders** to engage in deep and ongoing learning around all of the following:

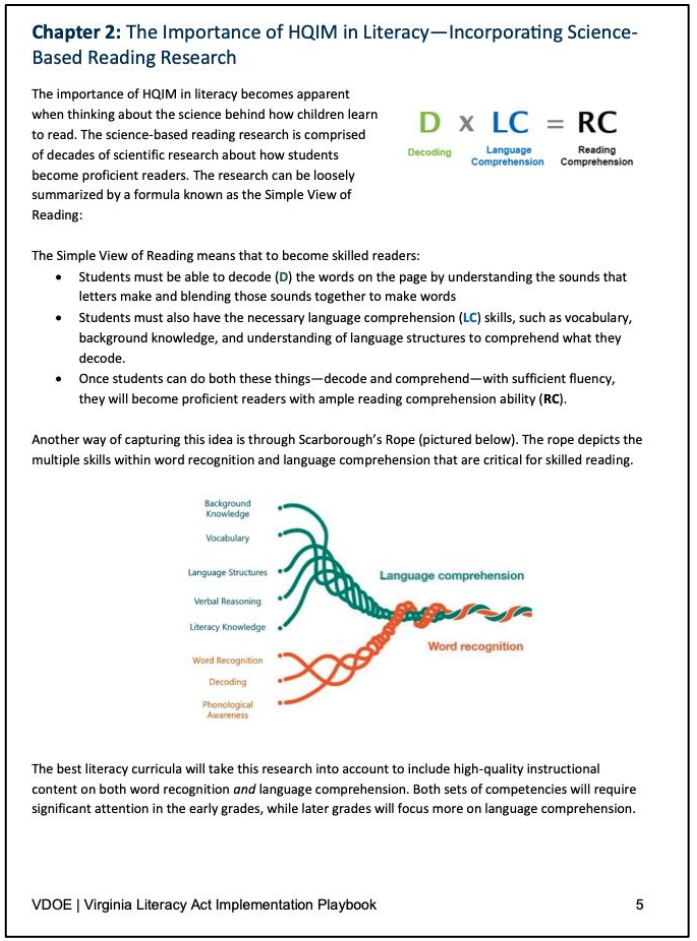
1) Evidence-Based Literacy Instruction aligned to the Science-Based Reading Research

2) Why HQIM is Important

3) How to Plan and Implement Your Specific HQIM (in a way that aligns with EBLI/SBRR)

e.g. Unit and Lesson Internalization Protocols

Chapters 1 and 2 of the VLA Implementation Playbook are a great place to start building knowledge!



Chapter 2: The Importance of HQIM in Literacy—Incorporating Science-Based Reading Research

The importance of HQIM in literacy becomes apparent when thinking about the science behind how children learn to read. The science-based reading research is comprised of decades of scientific research about how students become proficient readers. The research can be loosely summarized by a formula known as the Simple View of Reading:

D (Decoding) x LC (Language Comprehension) = RC (Reading Comprehension)

The Simple View of Reading means that to become skilled readers:

- Students must be able to decode (D) the words on the page by understanding the sounds that letters make and blending those sounds together to make words
- Students must also have the necessary language comprehension (LC) skills, such as vocabulary, background knowledge, and understanding of language structures to comprehend what they decode.
- Once students can do both these things—decode and comprehend—with sufficient fluency, they will become proficient readers with ample reading comprehension ability (**RC**).

Another way of capturing this idea is through Scarborough's Rope (pictured below). The rope depicts the multiple skills within word recognition and language comprehension that are critical for skilled reading.

The best literacy curricula will take this research into account to include high-quality instructional content on both word recognition *and* language comprehension. Both sets of competencies will require significant attention in the early grades, while later grades will focus more on language comprehension.

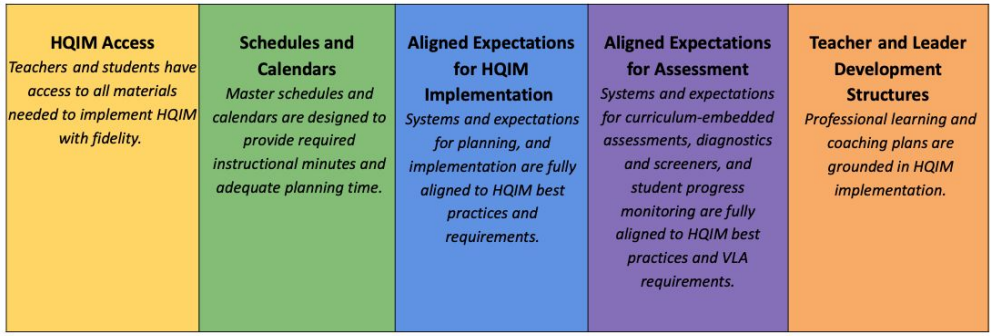
Let's Discuss: Connect to Your Context

Optional Annotation Strategy:

✗ This condition is not in place or not yet aligned. This is a priority to address immediately.

? We need to collect more information to determine the extent to which this is aligned and inplace. We must identify next steps to get the information we need.

✓ We're confident that this condition is aligned and effectively in place .



HQIM Access	Schedules and Calendars	Aligned Expectations for HQIM Implementation	Aligned Expectations for Assessment	Teacher and Leader Development Structures
Teachers and students have access to all materials needed to implement HQIM with fidelity.	*Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.*	*Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirements.*	*Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.*	*Professional learning and coaching plans are grounded in HQIM implementation.*

Discuss with your team:

- What stands out most to us about the Technical Conditions for Successful VLA and HQIM Implementation chart? Why?
- Which of these technical conditions have we already planned for?
- Which of these technical conditions will require additional planning? What might our next steps be?

A Mental Model: "Technical" and "Adaptive" Conditions for Success

Technical

Defined systems, structures, policies, and expectations

*Technical conditions pave the way for implementation by **removing barriers**; these must be planned for and executed prior to HQIM implementation*

Adaptive

Preparing people to accept, adjust to, and embrace a change or vision.

*Adaptive conditions require ongoing work to **foster growth,** leading to gradual shifts in mindsets, beliefs, values, priorities, and/or habits.*

Adaptive Conditions: 5 Big Buckets

Build and Maintain Investment	**Stakeholder Feedback**	**Culture of Learning**	**Ongoing Supports**	**Celebrate the Positives**
Carefully plan to invest all key stakeholders in the HQIM adoption process and newly adopted materials and implementation efforts.	*Gather inputs from stakeholder groups and respond to that feedback in an ongoing and transparent way.*	*Foster a culture of authentic learning, collaboration, and continuous improvement where it's okay to try new things, reflect, and adjust.*	*Provide reliable and ongoing support for leaders and teachers including training, lesson preparation cycles, walkthroughs, and feedback.*	*Identify bright spots, and celebrate those publicly and frequently to build and maintain investment.*

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 THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

Enter your description of additional training here.

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

Enter your plan here

Describe your plan to build successful school, parent, caregiver, and community partnerships especially in relation to literacy development.

Enter your plan here

Review the Adaptive Conditions Chart

As you read, reflect independently:

- What stands out to you most? Why?
- What ideas or questions does this generate for you?

Adaptive Conditions for Successful VLA and HQIM Implementation

Build and Maintain Investment *Carefully plan to invest all key stakeholders in the HQIM adoption process and newly adopted materials and implementation efforts.*	**Stakeholder Feedback** *Gather inputs from stakeholder groups and respond to that feedback in an ongoing and transparent way.*	**Culture of Learning** *Foster a culture of authentic learning, collaboration, and continuous improvement where it's okay to try new things, reflect, and adjust.*	**Ongoing Supports** *Provide reliable and ongoing support for leaders and teachers including training, lesson preparation cycles, walkthroughs, and feedback.*	**Celebrate the Positives** *Identify bright spots, and celebrate those publicly and frequently to build and maintain investment.*
• Ground messaging in the division's vision • Build investment in HQIM generally *(use research from Chapter 2 of the Playbook)* • Build investment in your specific HQIM • Communicate "key messages" *(p. 24-26 of the Playbook)* • Maintain investment *(strategies and resources on p. 26-27 of the Playbook)* • Communicate changes, timelines, and role-specific updates in a consistent and clear manner	• Identify key stakeholders and establish communication and feedback-gathering channels with each *(teachers, leaders, community partners, family members, students, and board members)* • Employ strategies to gather feedback from stakeholders regularly (e.g. through surveys, focus groups, etc.) • Be transparent about how feedback is being applied	• Message HQIM implementation as a multi-year process of growth and learning • Prioritize ongoing, regular opportunities for shared learning (e.g. around building expertise in science-based reading practices & HQIM) • Support school leaders to foster collaboration in school buildings (e.g. through PLCs) • Share the division's goals, and update stakeholders on progress made towards those	• Clarify roles and responsibilities so all stakeholders are clear on how they will give support and be supported *(e.g. establish division and school level HQIM leads, lesson planning leads, norm on roles of reading specialists, etc.)* • Offer timely and relevant training on EBLI aligned to SBRR and HQIM • Provide ongoing support through lesson planning cycles, walkthroughs, and feedback	• In walkthroughs and conversations with stakeholders, identify "bright spots" where implementation is going well or improving • Regularly and publicly celebrate HQIM successes to build and maintain investment *(e.g. shoutouts, positive examples and feedback, noting successes in email blasts and newsletters, etc.)*

Note Catcher, Page 6

Division Team Jigsaw: Adaptive Work

Prepare for a Jigsaw: Split up into 3 groups at your table.

Jigsaw Guiding Questions:

- What does it look and sound like if adaptive conditions for success are in place?
- What strategies and resources can help us establish these adaptive conditions for success in our division?

Person/Group #1: "Build Investment" *(Playbook, pages 23-25)*	**Person/Group #2: "Maintain Investment"** *(Playbook, pages 26-27)*	**Person/Group #3: "Partner with Stakeholders"** *(Playbook, page 34 + DLP Section 6 Instructions + Strategy Menu)*
Be ready to summarize what you read for your larger team!		

Let's Discuss: Connect to Your Context

Optional Annotation Strategy:

This condition is not in place or not yet aligned. This is a priority to address immediately.

We need to collect more information to determine the extent to which this is aligned and inplace. We must identify next steps to get the information we need.

We're confident that this condition is aligned and effectively in place .

Build and Maintain Investment	Stakeholder Feedback	Culture of Learning	Ongoing Supports	Celebrate the Positives
Carefully plan to invest all key stakeholders in the HQIM adoption process and newly adopted materials and implementation efforts.	*Gather inputs from stakeholder groups and respond to that feedback in an ongoing and transparent way.*	*Foster a culture of authentic learning, collaboration, and continuous improvement where it's okay to try new things, reflect, and adjust.*	*Provide reliable and ongoing support for leaders and teachers including training, lesson preparation cycles, walkthroughs, and feedback.*	*Identify bright spots, and celebrate those publicly and frequently to build and maintain investment.*

Discuss with your team:

- Which of these adaptive conditions have we already planned for?
- Which of these adaptive conditions will require additional planning?
- What might our next steps be?

Enjoy your break!

Connect, Share, Learn

Pair up with another division team.

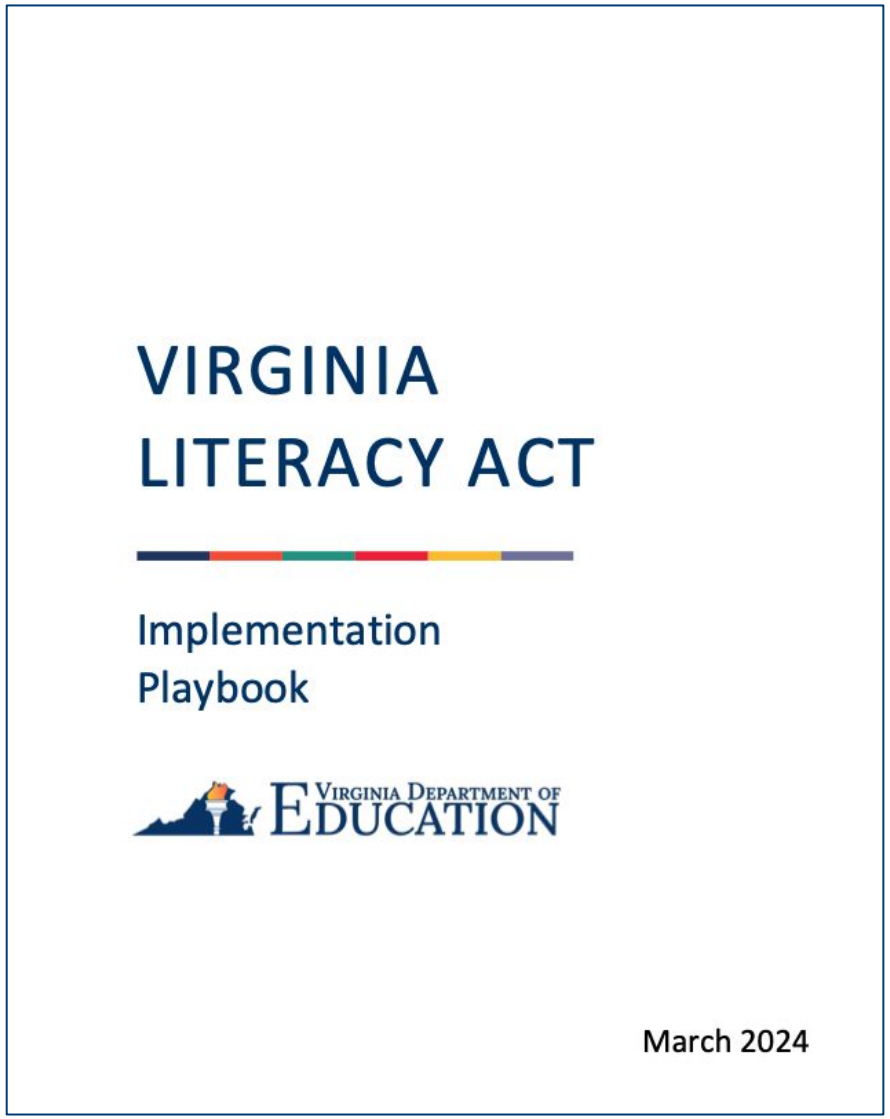
Choose the question(s) that feel most relevant, and discuss:

- Where have you already had success establishing technical and/or adaptive conditions? What's worked well for you; what advice/tips can you share?
- What technical or adaptive challenges have you faced, and how have you worked through them?
- What approaches, strategies, and/or resources are you planning to leverage as you continue paving the way for HQIM implementation?

Please return to your seats.

Division Team Time: Application and Planning

Resource Spotlight: VLA Implementation Playbook



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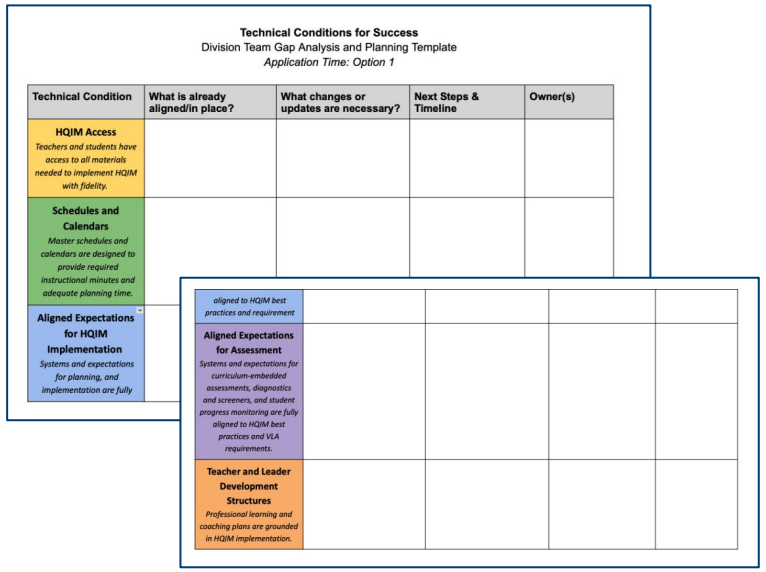
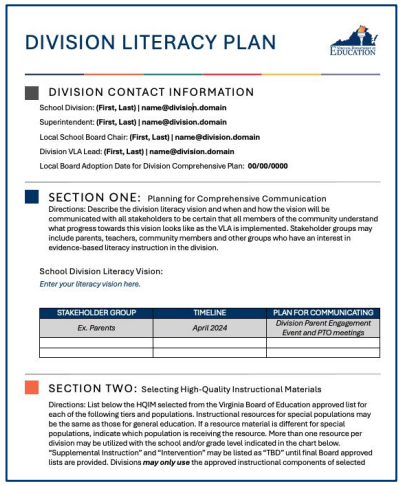
https://tinyurl.com/VLAPlaybook

Application Time: Menu of Options



Technical Conditions for Success
Division Team Gap Analysis and Planning Template
Application Time: Option 1

Technical Condition	What is already aligned/in place?	What changes or updates are necessary?	Next Steps & Timeline	Owner(s)
HQIM Access *Teachers and students have access to all materials needed to implement HQIM with fidelity.*				
Schedules and Calendars *Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.*				
Aligned Expectations for HQIM Implementation *Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirement*				
Aligned Expectations for Assessment *Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.*				
Teacher and Leader Development Structures *Professional learning and coaching plans are grounded in HQIM implementation.*				



DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

School Division: **(First, Last) | name@division.domain**
Superintendent: **(First, Last) | name@division.domain**
Local School Board Chair: **(First, Last) | name@division.domain**
Division VLA Lead: **(First, Last) | name@division.domain**
Local Board Adoption Date for Division Comprehensive Plan: **00/00/0000**

SECTION ONE: Planning for Comprehensive Communication

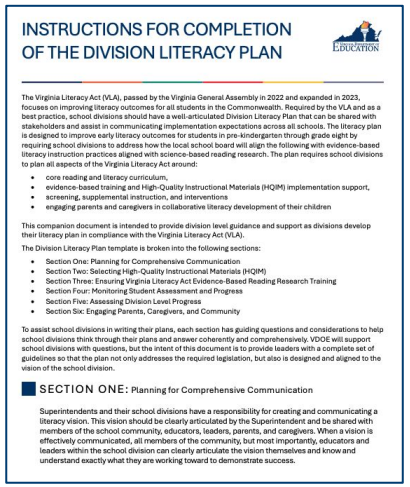
Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers,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



INSTRUCTIONS FOR COMPLETION OF THE DIVISION LITERACY PLAN

The Virginia Literacy Act (VLA), passed by the Virginia General Assembly in 2022 and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. Required by the VLA and as a best practice, school divisions should have a well-articulated Division Literacy Plan that can be shared with stakeholders and assist in communicating implementation expectations across all schools. The literacy plan is designed to improve early literacy outcomes for students in pre-kindergarten through grade eight by requiring school divisions to address how the local school board will align the following with evidence-based literacy instruction practices aligned with science-based reading research. The plan requires school divisions to plan all aspects of the Virginia Literacy Act around:

- core reading and literacy curriculum,
- evidence-based training and High-Quality Instructional Materials (HQIM) implementation support,
- screening, supplemental instruction, and interventions
- engaging parents and caregivers in collaborative literacy development of their children

This companion document is intended to provide division level guidance and support as divisions develop their literacy plan in compliance with the Virginia Literacy Act (VLA).

The Division Literacy Plan template is broken into the following sections:

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials (HQIM)
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

To assist school divisions in writing their plans, each section has guiding questions and considerations to help school divisions think through their plans and answer coherently and comprehensively. VDOE will support school divisions with questions, but the intent of this document is to provide leaders with a complete set of guidelines so that the plan not only addresses the required legislation, but also is designed and aligned to the vision of the school division.

SECTION ONE: Planning for Comprehensive Communication

Superintendents and their school divisions have a responsibility for creating and communicating a literacy vision. This vision should be clearly articulated by the Superintendent and be shared with members of the school community, educators, leaders, parents, and caregivers. When a vision is effectively communicated, all members of the community, but most importantly, educators and leaders within the school division can clearly articulate the vision themselves and know and understand exactly what they are working toward to demonstrate success.

Option 1: Plan to Establish **Technical** Conditions for Success

- *An optional "Gap Analysis & Action Planning" template is available.*

Option 2: Plan to Establish **Adaptive** Conditions for Success

- *An optional "Gap Analysis & Action Planning" template is available.*

Option 3: Continue to work on your **Division Literacy Plan**.

- *Refer to the "Instructions for Completing the DLP" guidance document.*

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

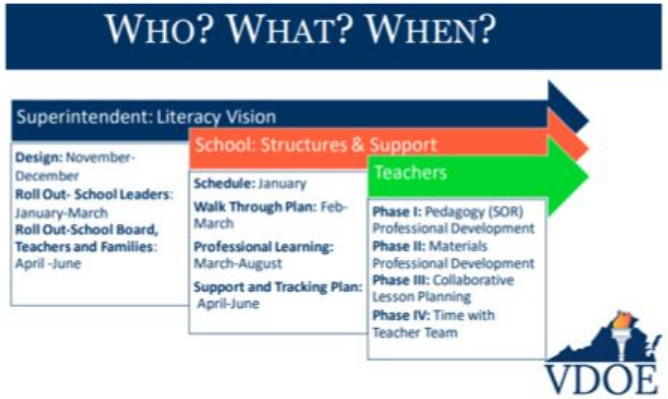
Coming Up in Session 4:

Deeper Dive into Development and Support Structures

Chapter 7: Launching Development and Support Structures

An essential part of any strong literacy strategy includes professional learning and development structures that support teachers & leaders to understand evidence-based reading pedagogy, implement HQIM effectively, and achieve key literacy priorities. Divisions should launch their newly adopted HQIM with a full development plan and all necessary supports in place. This will ensure that teachers and leaders are prepared to tackle the challenging task of new HQIM implementation.

An effective suite of supports will include both trainings to familiarize teachers and leaders with new materials & evidence-based reading instructional practices, *and* regular support & development structures such as weekly lesson planning cycles and frequent HQIM-based walk throughs, coaching, and feedback. Division development plans and support structures should be outlined in the required Division Literacy Plan.



Key Steps for Launching Development and Support Structures

a. Create HQIM Support & Development Structures
b. Develop Teacher & Leader Training Plan

LITERACY PLANNING CYCLE

Lesson Planning Meeting

Teachers and specialists (including, reading specialists, special education teachers, reading interventionists, and others) plan for daily lesson delivery of approved high-quality instructional materials (HQIM)

Lesson Delivery

Teachers deliver lessons grounded in HQIM; School leaders and specialists walk through lesson delivery regularly

Lesson Feedback

School leadership and specialists attend lesson feedback sessions to support teachers, discussing what worked well and what is needed for better implementation of HQIM in future lessons

Lesson Walk Throughs

School leadership, reading specialists, and other literacy team members conduct non-evaluative lesson walk throughs to support teachers on lesson delivery of HQIM grounded lessons followed by lesson feedback sessions

Planning for Successful HQIM Implementation

- Establish a regular process for school leadership and specialists to ensure each teacher is supported in the planning and delivery of lessons grounded in HQIM.
- School leaders may not walk through each classroom daily; however a plan should allow for frequent walk throughs to support teachers.
- Superintendents, chief academic officers, and other division leaders (i.e. special education, literacy supervisors) should support implementation of HQIM lessons through the lesson planning and walk through cycle.
- Division literacy leaders can model ELA lessons as a support for teachers.

Feedback Survey

Please take the last few minutes to
complete our feedback survey →
https://tinyurl.com/VDOESurvey3

We truly appreciate and value your feedback!