NETWORK IMPLEMENTATION SERIES

Deepening Support for Teachers: Professional Learning and Collaborative Planning

Log onto the WiFi:

Access your note catcher for today:
https://tinyurl.com/VDOEDay4

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

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

VIRGINIA DEPARTMENT OF EDUCATION

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 3 Survey Snapshots

"Key Takeaway" Quotes:

- "We have to be very **intentional** about the roll out of this work. Communication has to be two-way communication. We have to **align our work** and connect with the vision and mission."
- "Planning and calendars are needed. We **mapped out a timeline** and it actually helped so much with feeling ahead of the game."
- "More PD is needed for **teacher buy-in**."
- "It is essential to identify the **technical and adaptive conditions** of implementing the VLA and address them accordingly."

Session Delivery Quotes:

- **Collaboration:** "I really liked being able to talk with my fellow division members about the specific issues we're encountering. I liked the question frames."

- **Application**: "We need protected time for learning and application to discuss barriers and successes."

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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

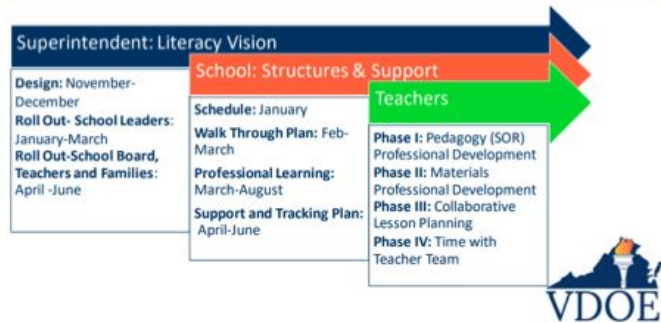# The Seven Levers of a Coherent Literacy Strategy
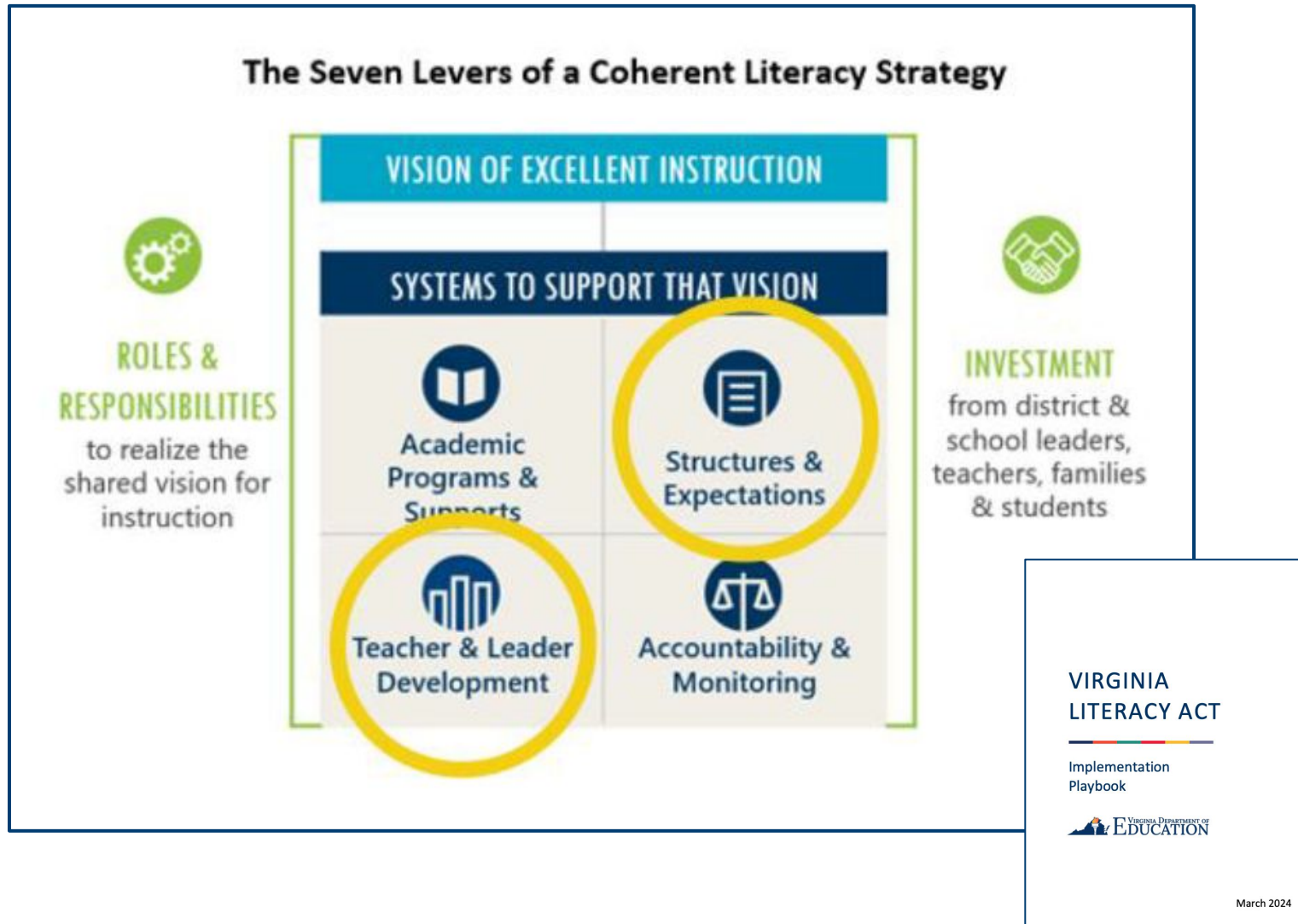
Chapter 7:

Launching Development and Support Structures

Session 4 Objectives

Today, we will:

- Identify essential professional learning for effective Year 1 HQIM implementation

- Develop an understanding of the difference between preparing to teach with HQIM and traditional planning

- Identify and reflect on structures and systems necessary in supporting effective intellectual preparation for HQIM

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.

Sharing Progress: Where are you in the work?

Pair up with someone from a different division. Share where your division's progress with the Division Literacy Plan.

Use the following guiding questions to support your discussion as appropriate:

- What has your division accomplished thus far?
- What outstanding work does your division still have to do?
- On which sections of the DLP would it be helpful to have a thought partner?

Our Agenda

Time	Topic
15 min.	Getting Started
45 min.	Professional Learning to Support Year 1 HQIM Implementation
10 min.	Break
~55 min.	Collaborative Planning Structures to Support the Literacy Planning Cycle
40 min.	Application Time
15 min.	Wrapping Up

Professional Learning to Support Year 1 HQIM Implementation

Resource Spotlight: VLA Implementation Playbook

VIRGINIA LITERACY ACT

Implementation Playbook

Virginia Department of Education

March 2024

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A Three-Pronged Approach to Professional Learning

Year 1 HQIM Implementation

High Quality Instructional Materials PL

Ongoing Support & Development

Evidence Based Literacy Instruction PL

Created by StoneHub from Noun Project

Recommended Year 1 Implementation Training

Review the following charts on pages 41-43 of the Playbook:

- *Phase I Trainings*
- *Phase II Trainings*

Discuss:

- What Phase I training has your division already delivered or scheduled?

Trainings for Teachers and Leaders:

Phase I Trainings:
Introduction to the reading research, adopted HQIM, and division literacy vision & goals
(Delivery: Summer and through the e 2024-25 School Year)

Trainings	Training Details	Additional Info
Science-based reading research	Overview of the science-based reading research and evidence-based instructional practices	**Target audience:** All teachers using the materials; all school administration **Resources:** Professional Learning from Virginia Literacy Partnerships
Introduction to the division literacy vision, priorities and goals.	What is the division's vision for effective literacy instruction and how do based reading research videos of effective and expectations for instru across classrooms. Wh priorities and goals for will be put in place to	

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Phase II Trainings:
Creating Effective literacy practices grounded in HQIM
(Target Delivery: 2024-25 School Year)

Trainings	Training Details	Additional Info
Effective foundational skills instruction (and the new materials)	What are the key components of effective foundational skills instruction and how do the materials support those components? • Systematic instruction • Explicit instruction • Student practice • Assessment and mastery Training should include practice and planning opportunities.	**Target audience:** All K-2 teachers using the materials, all school administration **Timing:** 2024-25 School Year
Effective reading comprehension instruction (and the new materials)	What are the key components of effective reading comprehension instruction and how do the materials support those components? • High-quality text & knowledge building • Meaning-focused instruction • Student ownership Training should include practice and planning opportunities.	**Target audience:** All teachers using the materials, all school administration **Timing:** 2024-25 School Year
HQIM-based lesson planning	Adopting HQIM means that teachers no longer ne to spend time hunting for good content. Instead, they should repurpose that time to deeply prepar for instruction: internalizing their materials; identifying the most critical learning, questions, & tasks; determining exemplar responses; and planning for how to deeply engage students in the key learning to arrive at desired outcomes.	

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Additional Priorities during Phase I

VDOE | Virginia Literacy Act Implementation Playbook — 41

VDOE | Virginia Literacy Act Implementation Playbook — 42

Priority	Considerations
Implementing your **Division Literacy Plan**	Using the VLA Implementation Playbook as a guide, ensure you have a plan for each layer of the coherent literacy strategy to fulfill your Division Literacy Plan
Introduction and ongoing attention to the **division literacy vision,** priorities, and goals	Consider how the division will share through school board meetings, division opening day meetings, school opening day faculty meetings, and how this becomes an ongoing component of all regular meetings and communication
Understanding how your **HQIM aligns with EBLI and SBRR**	Focus on the pedagogy and use content experts (e.g. reading specialists, division literacy leads) to support teachers in understanding how to use the HQIM

EBLI/SBRR PL

Virginia **A**ssessment for **L**iteracy - **U**pdated & **E**xpanded Professional Learning Series

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

EBLI/SBRR PL: Virginia Literacy Partners Canvas Modules

Upcoming Canvas Courses	Estimated Date of Roll-out	Number of Modules (all modules will be released at the same time to encourage individualized pacing)	Approximate Module Completion Time (this will vary based on module content and individualized pacing)
K-5 Reading Specialists (who have not already completed modules)	Early September	9	3-6 hours per individual module
K-5 Teachers (e.g. classroom, SPED, EL, Title 1)	Early June	9	2-3 hours per individual module
6-8 Reading Specialists	Early September	9	3-6 hours per individual module
6-8 ELA Teachers	Early September	9	2-3 hours per individual module
6-8 Content Area Teachers	Early September	9	1-2 hours per individual module
Capstone Course (Teachers who have completed LETRS Vol 1 and/or Orton-Gillingham training)	May/June	3	1 to 1.5 hours per module

2. **VLA Training Module for Specialty and Resource Teachers (Art, Music, PE, etc.)**
   - Optional
   - No cost and available on the public VLP website
   - 1-2 hours estimated time to complete
   - Released September 1, 2024

Additional Considerations

- HQIM training audiences should extend beyond core-content teachers and extend to ELL, gifted, and special education teachers

- Training sessions may be combined if topics are related

- Sessions can be delivered at the division or school-level

- Divisions can create their own training or secure funds for direct-from-vendor training to support training to familiarize teachers with HQIM materials

Reflect & Plan

Reflect and plan for the recommended Phase I Professional Learning outlined in the Playbook (pages 41-42).

Guiding questions are included in your note catcher to support planning.

Let's Hear from You

Good ideas are best when shared!

Take a break!
Come back at 10:35.
Please remember to sign in.

Collaborative Planning Structures to Support the Literacy Planning Cycle

A Three-Pronged Approach to Professional Learning

Year 1 HQIM Implementation

High Quality Instructional Materials PL

Ongoing Support & Development

Evidence Based Literacy Instruction PL
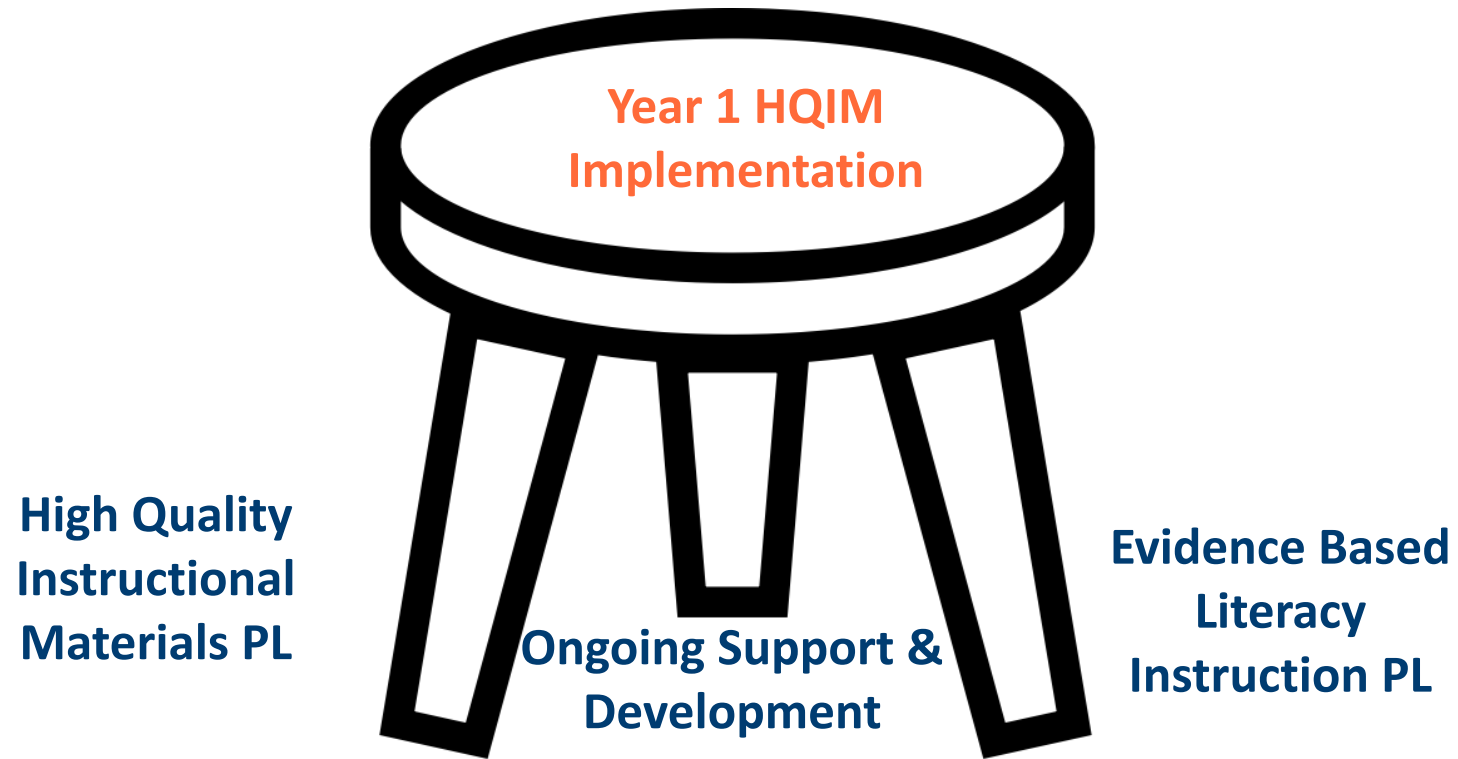
Created by StoneHub from Noun Project

Preparing to Teach HQIM

Preparing to teach with HQIM is different from traditional lesson planning. HQIM lesson preparation requires teachers to deeply understand:

- The structure, components, and materials of the HQIM

- HQIM-specific strategies and approaches to teaching foundational skills

- The lesson text and content

Benefits of Internalizing HQIM

When teachers deeply internalize the HQIM units and lessons, they can make **thoughtful decisions about how to adjust instruction** based on student data, *without compromising the rigor and expectations of the curriculum.*

Internalizing and implementing HQIM can help ensure equitable literacy instruction for Virginia students.

Literacy Planning Cycle

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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.

Reflect and share:

How does the *Literacy Planning Cycle* differ from traditional planning?

What implications does this have for division and school leaders, teachers, and students?

Important Planning Considerations

LITERACY PLANNING CYCLE

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Virginia Department of Education
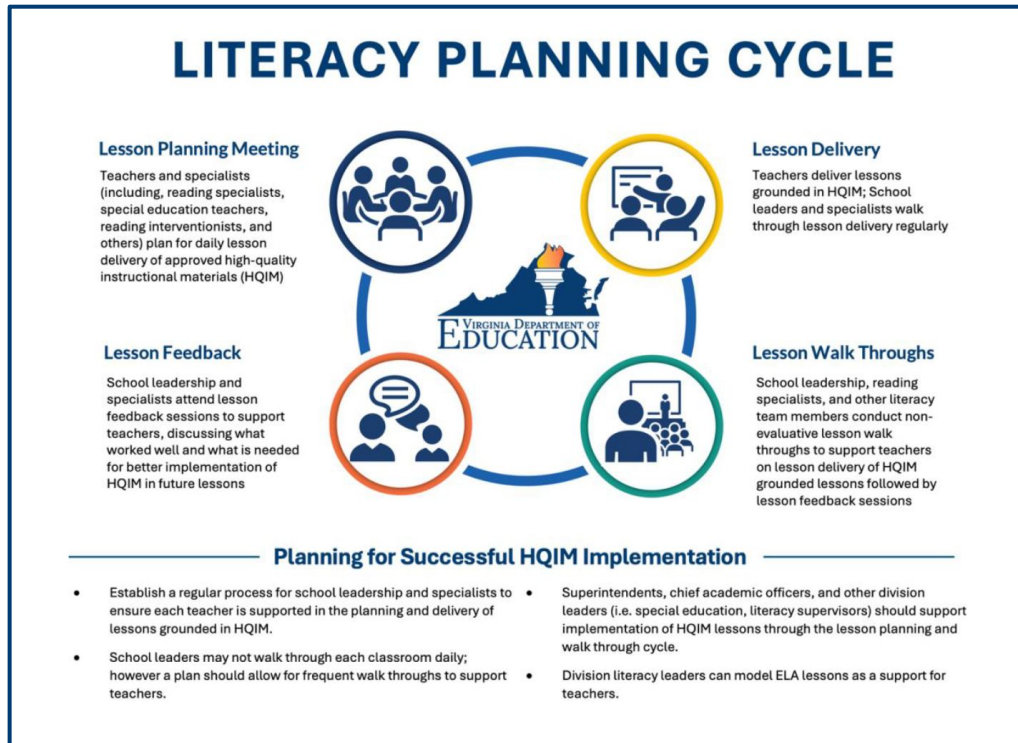
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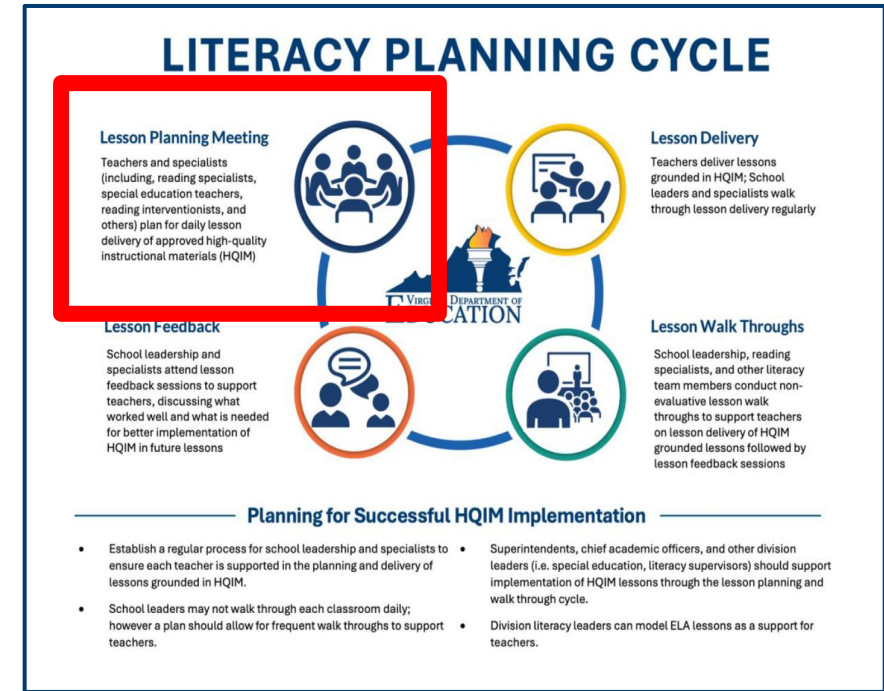- Division literacy leaders can model ELA lessons as a support for teachers.

Implementing the Literacy Planning Cycle effectively requires **tactical planning** for aligned, supportive structures and **clear expectations** for all team members:

- Division leaders
- School leaders
- Reading specialists
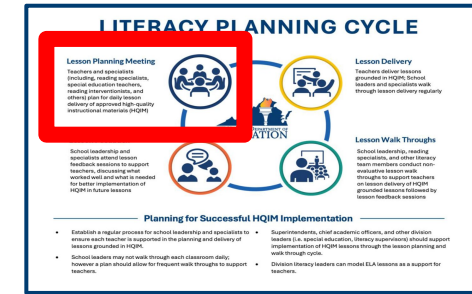- Teachers

Lesson Planning Meetings

Lesson planning meetings should:

- Provide purposeful and structured time for teachers to collaboratively prepare for daily lesson delivery

- Include classroom teachers, reading specialists, special education teachers, reading interventionists, etc.

- Be grounded in protocols to support unit and lesson internalization grounded in the HQIM

Lesson Planning Meetings: Roles & Tactical Planning Considerations

Division Leaders	- Invest stakeholders in the Literacy Planning Cycle and how it supports the division literacy vision - Communicate expectations for Lesson Planning Meetings that align with the Literacy Planning Cycle and are grounded in your selected HQIM
School Leaders & Reading Specialists	- Design the master schedule to ensure that there are protected, dedicated time for lesson planning meetings - Set the expectations around attendance at lesson planning meetings (classroom teachers, reading specialists, special education teachers, reading interventionists) - Collaboratively plan and lead lesson planning meetings
Teachers	- Actively participate in lesson planning meetings to internalize and prepare to teach daily lessons from the HQIM - Ask questions and be open to testing out new EBLI practices in the HQIM

Lesson Planning Meeting Resources (from the Playbook)
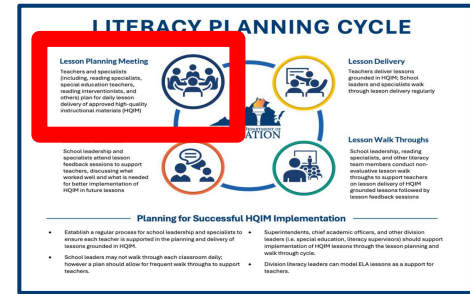
Additional lesson planning resources, including planning protocols, lesson planning videos, and a case study are located at the end of **Chapter 7 of the Playbook**

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Resources

- [Professional learning resources](#) for science-based reading, from the Virgina Literacy Partnerships
- HQIM-based lesson planning resources:
    - Sample HQIM-based lesson planning [protocols](#)
    - HQIM-based lesson planning [videos](#)
- [Case study](#) on the importance of having clear roles & responsibilities across the vertical spine of the division in HQIM implementation

Lesson Delivery

Teachers deliver lessons from the HQIM with fidelity and integrity. This includes:

- Delivering all components of the lesson as outlined in the HQIM

- Using the texts, lesson materials, and other resources embedded in the HQIM to support instruction

- Leveraging HQIM-embedded supports to support diverse learners

- Regularly assessing students using HQIM-embedded assessments

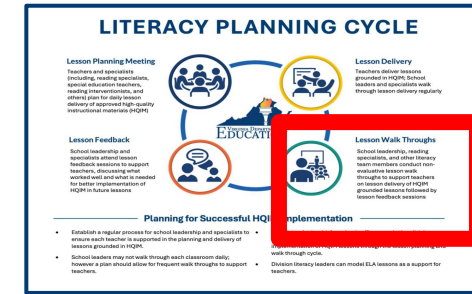# Lesson Walkthroughs

LITERACY PLANNING CYCLE
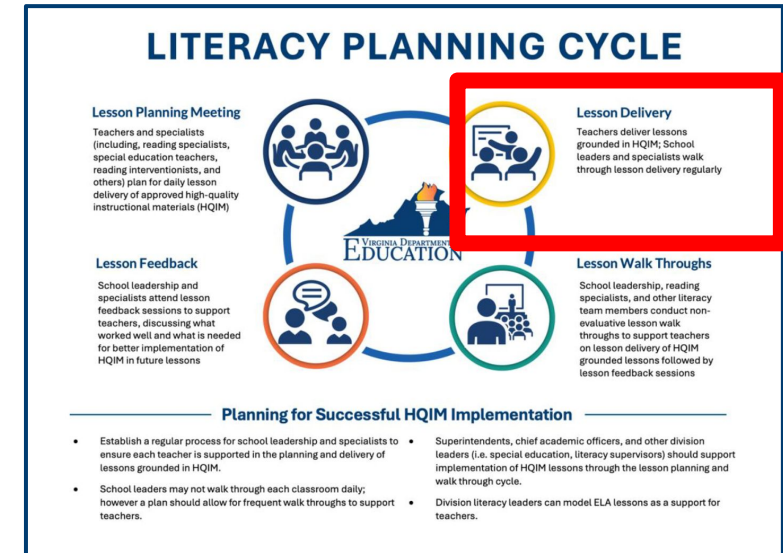
Lesson walkthroughs are intended to support teachers in implementing HQIM.

Lesson walkthroughs should be:

- Conducted by division and school leadership, reading specialists, and other literacy team members

- Non-evaluative, with the intention of providing feedback on HQIM lesson delivery

- Focused on the quality of implementation and continuous improvement

# Lesson Walkthroughs: Roles & Tactical Planning Considerations

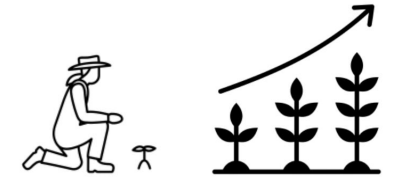| Division Leaders	- Invest stakeholders in the purpose and value of non-evaluative walkthroughs - Conduct walkthroughs to track division-wide implementation trends - Communicate expectations for school leaders around frequent, non-evaluative walkthroughs to track school-wide implementation trends
School Leaders & Reading Specialists	- Design school-based leader schedules to protect dedicated time to conduct regular classroom walkthroughs focused on implementation support and identifying school-wide trends - Set school expectations around walkthroughs (frequency, process, roles)
Teachers	- Implement lessons from the HQIM with integrity and fidelity - Embrace walkthroughs and subsequent feedback as opportunities for growth

Lesson Feedback

Leaders and specialists should plan and facilitate lesson feedback sessions to:

- Identify and discuss what worked well in the lesson

- Share and discuss constructive, actionable areas where HQIM lesson delivery and evidence-based literacy instruction can improve
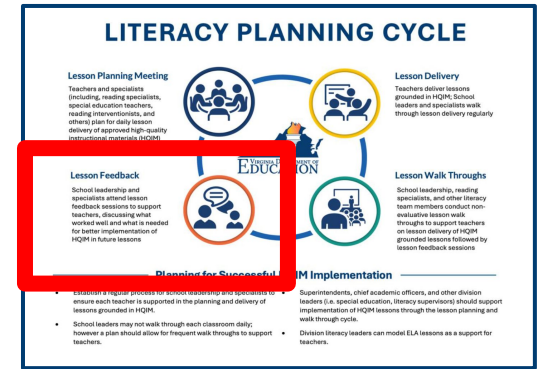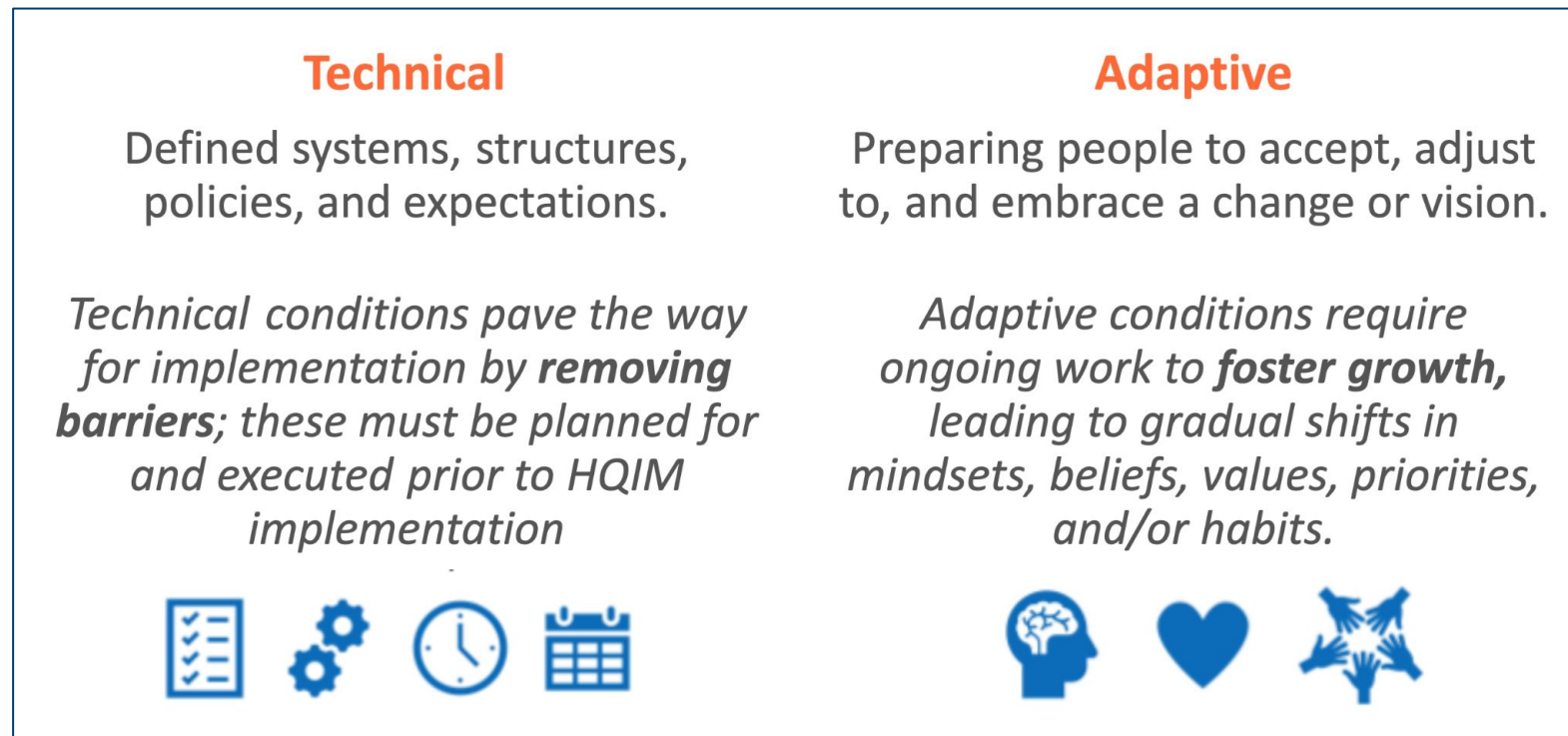
Leaders and teams should norm on *what feedback* and *who* will deliver the feedback *prior* to each meeting.

Prepare for Discussion

Think back to this "mental model" for leading change from Session 3:

Technical	Adaptive
Defined systems, structures, policies, and expectations.	Preparing people to accept, adjust to, and embrace a change or vision.
*Technical conditions pave the way for implementation by **removing barriers**; these must be planned for and executed prior to HQIM implementation*	*Adaptive conditions require ongoing work to **foster growth,** leading to gradual shifts in mindsets, beliefs, values, priorities, and/or habits.*

Success with the Literacy Planning Cycle requires both technical and adaptive considerations!

Literacy Planning Cycle: Conditions for Success
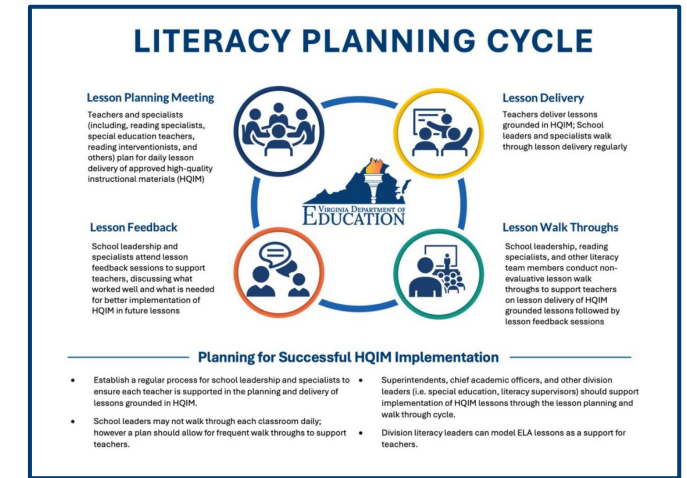
Sample Technical Conditions:

- *Protected time for lesson planning meetings and walkthroughs*
- *Clear roles and responsibilities (e.g. who leads these meetings? who conducts walkthroughs and gives feedback?)*
- *Protocols, expectations, and processes*

Sample Adaptive Conditions:

- *Teacher and leader buy-in (e.g. do teachers understand the "why"?)*
- *Ensuring relevance and timeliness of planning/feedback*
- *Building strong communities and cultures of learning*

Connect to Your Context

LITERACY PLANNING CYCLE

Refer to **Chapter 7 of the Playbook** for more details and resources!

Discuss and plan with your division team:

- **Strengths:** What structures, systems, and mindsets are already in place that will support literacy planning cycles?

- **Opportunities:** What will need to change to ensure that literacy planning cycles will be successful in your division? What are your priorities for planning?

- **Communication Plan:** How will you communicate expectations for the cycle across the division? Who will be responsible for ensuring accountability at the division and school levels?

Let's Hear from You

Good ideas are best when shared!

Key Points: Literacy Planning Cycle

The Literacy Planning Cycle is intended to support leaders and coaches to:

- Support teachers to prepare for instruction by:

    - deeply internalizing what is most critical in their HQIM texts & lessons,

    - planning how they will ensure all students achieve key lesson objectives and understanding of key ideas in the text.

- Walk through classrooms to ensure teachers are effectively using the HQIM to enact evidence-based literacy instruction.

- Provide instructional feedback to teachers about their preparation, use of HQIM, and their implementation and understanding of science-based reading instructional practices.
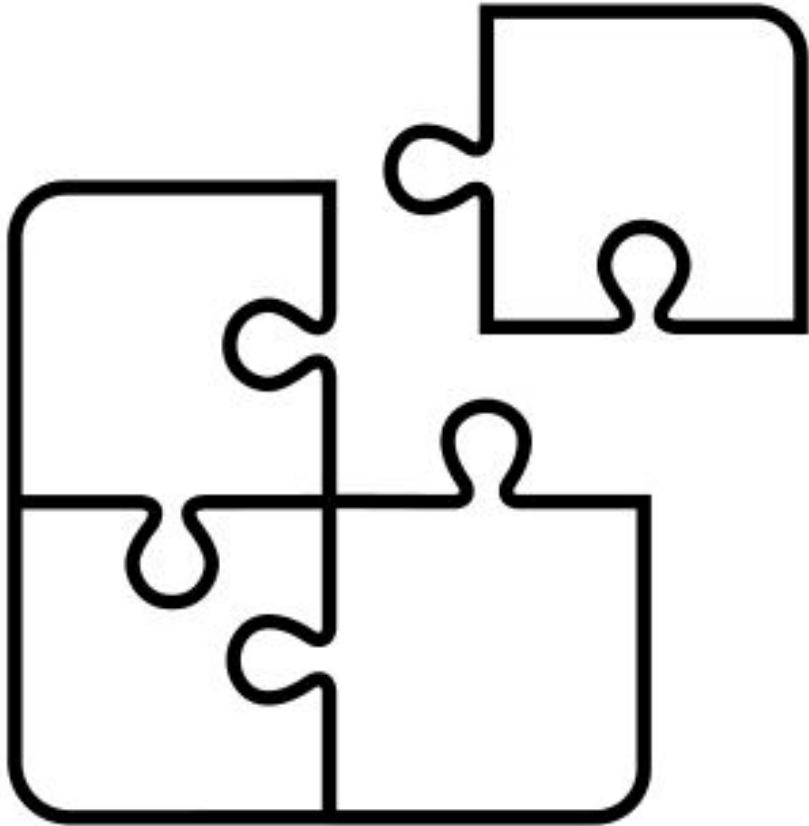
The Literacy Planning Cycle is one (really important!) piece of the puzzle!

There are other development and support structures your team will need to plan for, too.

Reflect & Plan: HQIM Development Structures and Practices

1. Independently review the ***Recommended HQIM Development Structures & Practices*** chart in your note catcher (*also located on pages 38-40 of the Playbook*).

1. As a team, color code each line item using the following guidance:
   - **Green**: Your division already has systems and structures in place to support this *or* your division has already developed a plan to address it.
   - **Yellow:** Your division needs to refine systems and structures in order to enact the expectations. Discuss and make a plan for these items.

Application Time

Application Time Options

Option 1	Option 2	Option 3
Continue to analyze current collaborative planning structures and decide what to keep and what to change/upgrade to support the Literacy Planning Cycle.	Based on your color-coding, develop division-wide roles, responsibilities, and accountability structures for the Literacy Planning Cycle and create a plan to communicate this information.	Develop or refine your training plan for Phase I & II training topics. ○ When will these sessions happen? Have any already happened? ○ Who is expected to attend? ○ What accountability measures need to be in place?

LITERACY PLANNING CYCLE

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

Facilitator's Note

Circulate during application time to identify divisions with effective and/or innovative ideas for implementing the Literacy Planning Cycle or creating a professional learning plan. Plan to call on these divisions during the last "share the microphone" activity during the reflection.

Reflections & Wrapping Up

Let's Hear from You

Good ideas are best when shared!

Looking Ahead

- Continue working on the Division Literacy Plan, due July 1st
- Schedule and develop a plan for Phase I & II training sessions
- Define roles and responsibilities for the Literacy Planning Cycle and develop a communication plan for implementation

Feedback Survey

Please take the last few minutes to **complete our feedback survey →**
<mark>**https://tinyurl.com/VDOESession4**</mark>

We truly appreciate and value your feedback!