

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.”

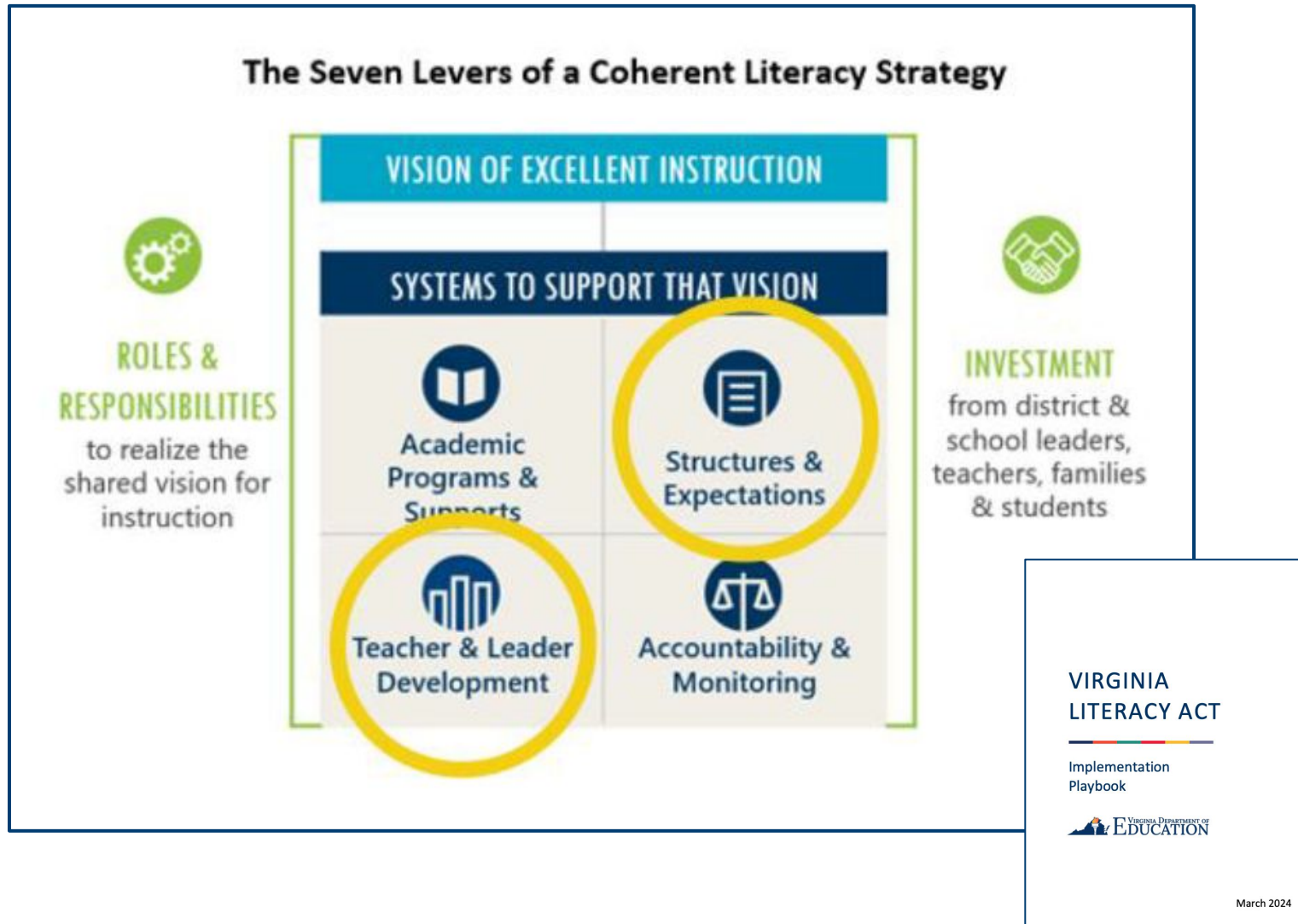
Session Delivery Quotes:

- **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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The Seven Levers of a Coherent Literacy Strategy





Today's Focus Area: Playbook Chapter 7

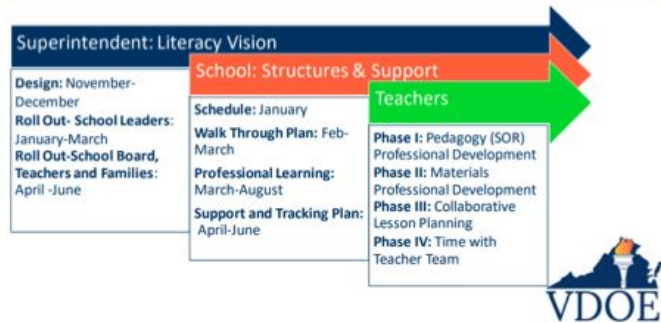
Chapter 7: Launching Development and Support Structures

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?



Key Steps for Launching Development and Support Structures

- Create HQIM Support & Development Structures
- Develop Teacher & Leader Training Plan

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 |
|------------------|--|----------------------------------|
| <i>Ex. LETRS</i> | <i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i> | <i>June 2024 – December 2024</i> |
| | | |
| | | |
| | | |
| | | |

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



March 2024

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A Three-Pronged Approach to Professional Learning



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)

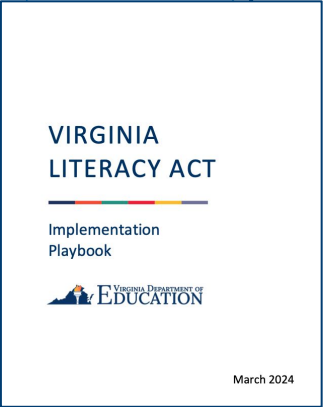
| Trainings | Training Details | Additional Info |
|---|---|--|
| Science-based reading research | Overview of the science-based reading research and evidence-based instructional practices | Target audience: All teachers using the materials; all school administration Resources: Professional Learning 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? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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

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

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| Introduction to the division literacy vision, priorities and goals. | What is the division's vision for effective literacy instruction and how does it align to the science-based reading research? Include examples and videos of effective and ineffective practice and set expectations for instruction aligned to the vision across classrooms. What are the division's literacy priorities and goals for 2024-25, and what strategies will be put in place to reach those goals? | Target audience: All teachers using the materials; all school administration Timing: Spring 2024, 2024-25 School Year |

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Creating Effective Literacy practices grounded in HQIM (Target Delivery: 2024-25 School Year)

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| 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 Assessment for Literacy - Updated & Expanded Professional Learning Series

Introducing the VALUE Professional Learning Series

We value...
 ...students ...learning ...equity
 ...educators ...literacy ...science

VALUE
 Virginia Assessment for Literacy - Updated & Expanded

Series will include more than 10 topics such as:

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

For each topic, we will cover questions such as:

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

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

VALUE Series PACING GUIDE

To access the VALUE Packages visit:
 Virginia Literacy Partnership VALUE Series webpage

| Topic | Must Do | May Do |
|--------------------------------|---|---|
| Science-Based Reading Research | <ul style="list-style-type: none"> Watch the webinar for Teachers' (10 minutes to view + 10 minutes to reflect on guiding questions) Explore the SBRR Value Package. Read the VSLA Article | <ul style="list-style-type: none"> Watch the Learning from Science-Based Reading Research webinar Watch the Advancing Science of Reading in the Early Years webinar What is the Science of Reading? blog post by Tim Shanahan |
| Explicit Instruction | <ul style="list-style-type: none"> Watch the Explicit Instruction webinar and use the viewing guide (29 minutes to view + 10 minutes to reflect on guiding questions) Explore the Explicit Instruction VALUE Package. View the Explicit Instruction checklist and use it to reflection a lesson or to plan a future lesson | <ul style="list-style-type: none"> Watch the Anita Archer video Observe another teacher using the Explicit Instruction checklist Explore the Understood.Org Explicit Instruction webpage |
| Data Literacy | <ul style="list-style-type: none"> Watch the Data Literacy webinar and use the viewing guide (11 minutes + 10 minutes to reflect on guiding questions) Explore the Data Literacy VALUE Package. View the Intensification Strategy Checklist and choose one strategy to use in a lesson. Reflect on how that strategy works | <ul style="list-style-type: none"> Choose a student who needs help with a specific skill and use one or more of the intervention intensification strategies to try Read the White Paper on Data Literacy |
| Language Development | <ul style="list-style-type: none"> Watch the Language Development webinar and use the viewing guide (12 minutes + 10 minutes to reflect on guiding questions) Explore the Language Development VALUE Package. Read the Language Comprehension Jigsaw document to learn about activities for the classroom | <ul style="list-style-type: none"> Review the Narrative Activities (1 and 2) for Language Development Read the White Paper on Language Development |
| Phonemic Awareness | <ul style="list-style-type: none"> Watch the Phonemic Awareness webinar and use the viewing guide (18 minutes + 10 minutes to reflect on guiding questions) Explore the Phonemic Awareness VALUE Package. Watch the 48 Phonemes video and complete the viewing guide Complete the Spelling Errors Activity with answer key | <ul style="list-style-type: none"> Try out the Word Ordering activity Check out classroom activity options <ul style="list-style-type: none"> Scaffolding Phonemic Awareness and Phonics Instruction with Sound Boxes Word Chaining Incorporate PA Throughout the Day Read the White Paper on Phonemic Awareness |

Logos: UVA, SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT, VLP VIRGINIA

Trainings for Teachers and Leaders:

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<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.

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Reflection to Support Section 3: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Reference the *Recommended Year 1 Implementation Training* charts and questions below to guide your reflection.

| | |
|---|--|
| What professional development structures and practices do we already have in place that we want to keep? | |
| What professional development structures and practices do we need to refine or add to support Year 1 HQIM implementation? | |
| What Phase I professional learning have we already implemented or scheduled? What is the plan for the remaining sessions? | |
| Additional context considerations - logistics (direct-from-vend or training, securing subs, leveraging staff meetings or PLCs for PD) | |

Let's Hear from You

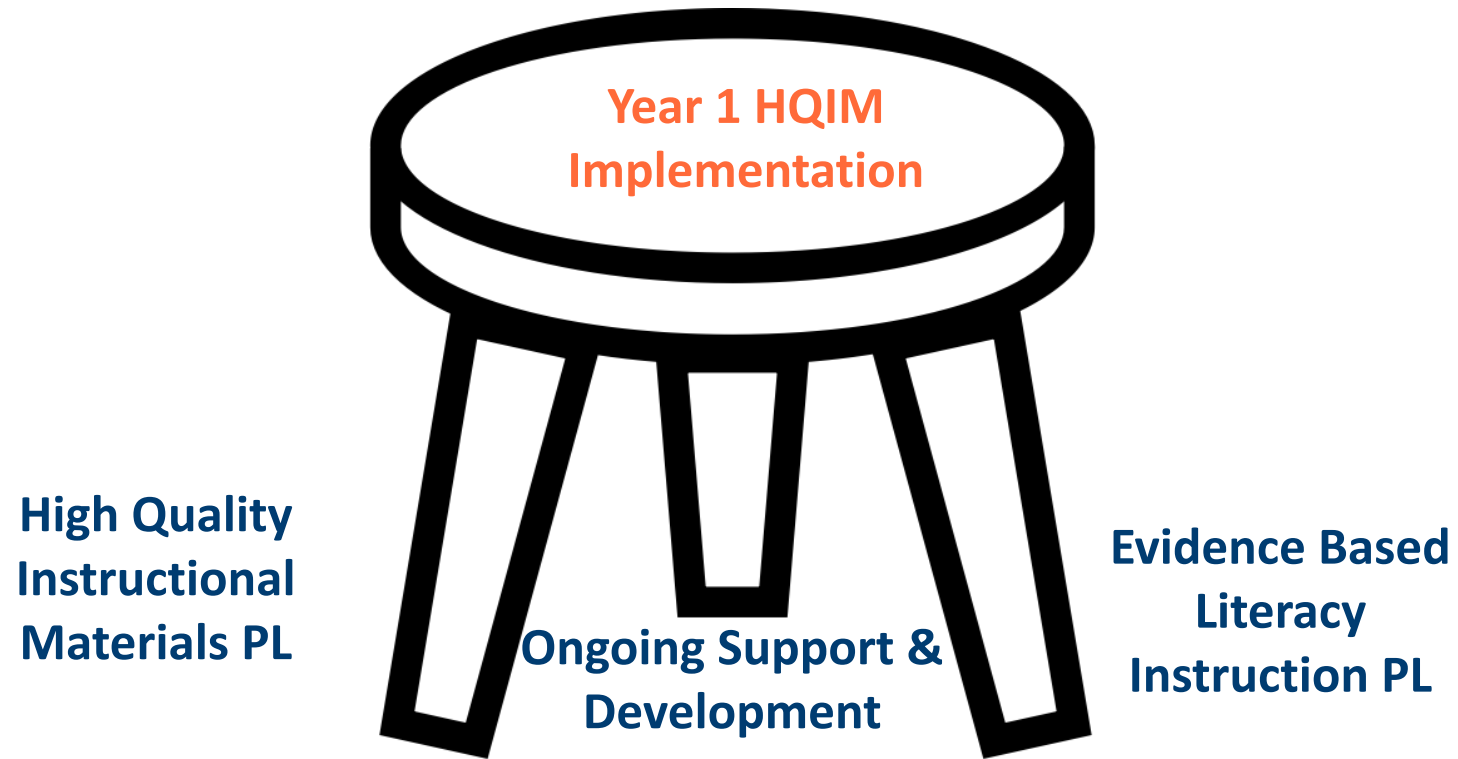
*Good ideas are
best when shared!*



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



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

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 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 Delivery

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

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

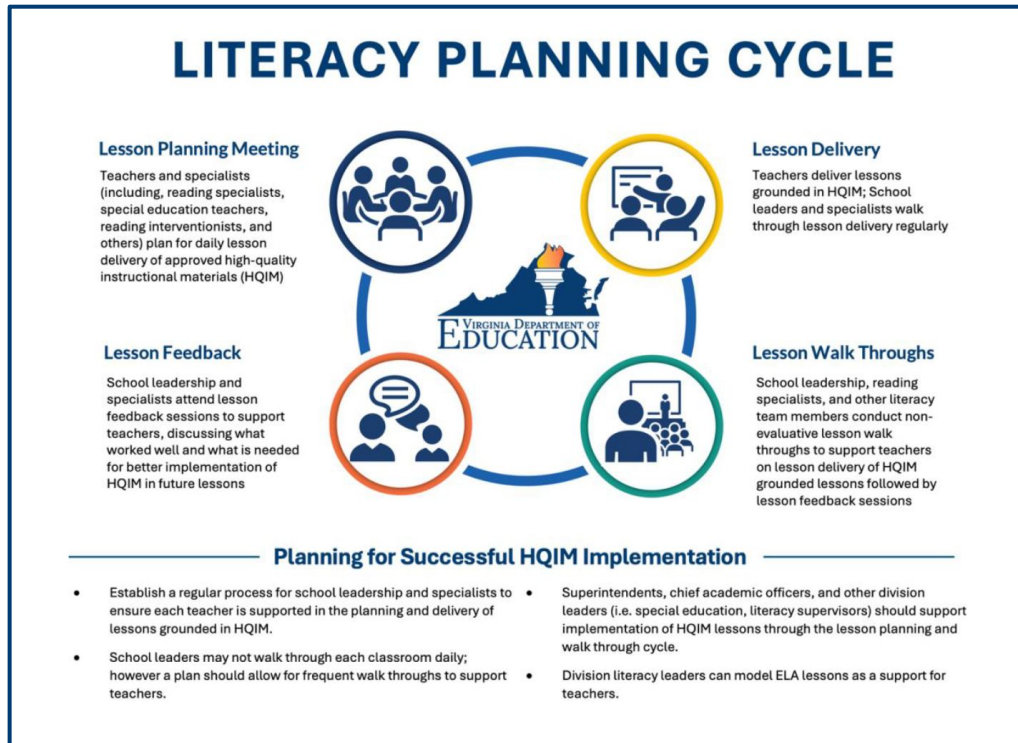
- Establish a regular process for school leadership and specialists to ensure each teacher is supported in the planning and delivery of lessons grounded in HQIM.
- School leaders may not walk through each classroom daily; however a plan should allow for frequent walk throughs to support teachers.
- Superintendents, 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



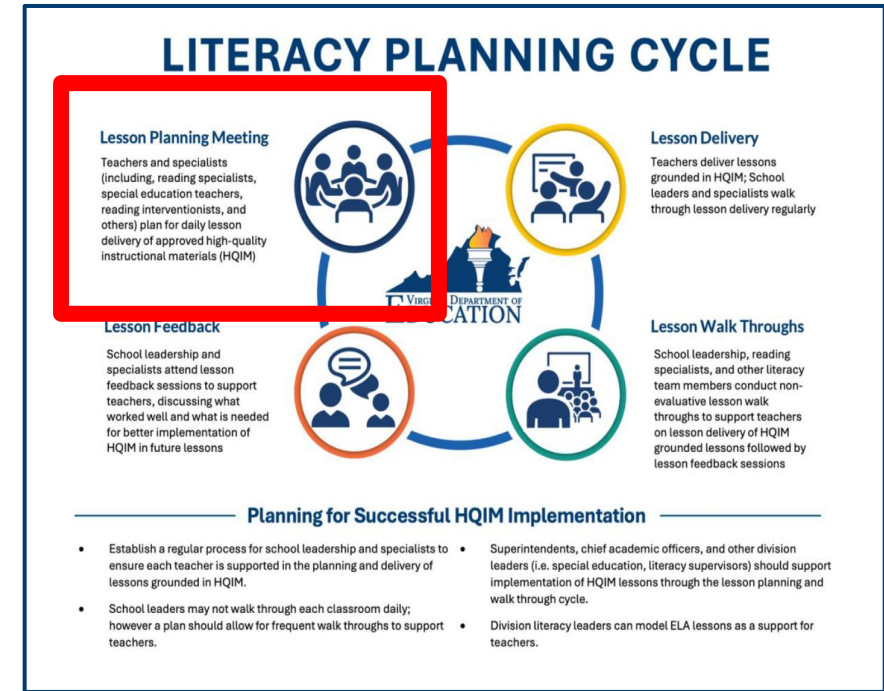
Implementing the Literacy Planning Cycle effectively requires **tactical planning** for aligned, supportive structures and **clear expectations** for all team members:

- Division leaders
- School leaders
- Reading specialists
- Teachers

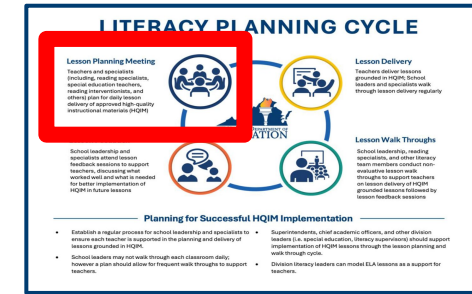
Lesson Planning Meetings

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

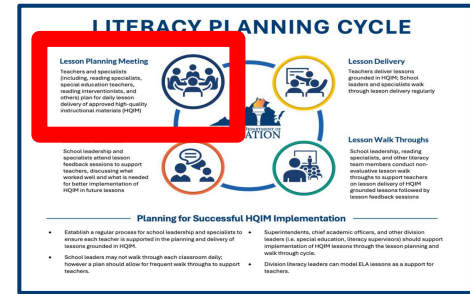


Lesson Planning Meetings: Roles & Tactical Planning Considerations



| | |
|--|--|
| <p>Division Leaders</p> | <ul style="list-style-type: none"> ● 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 |
| <p>School Leaders & Reading Specialists</p> | <ul style="list-style-type: none"> ● 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 |
| <p>Teachers</p> | <ul style="list-style-type: none"> ● 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**

VIRGINIA LITERACY ACT

Implementation
Playbook



March 2024

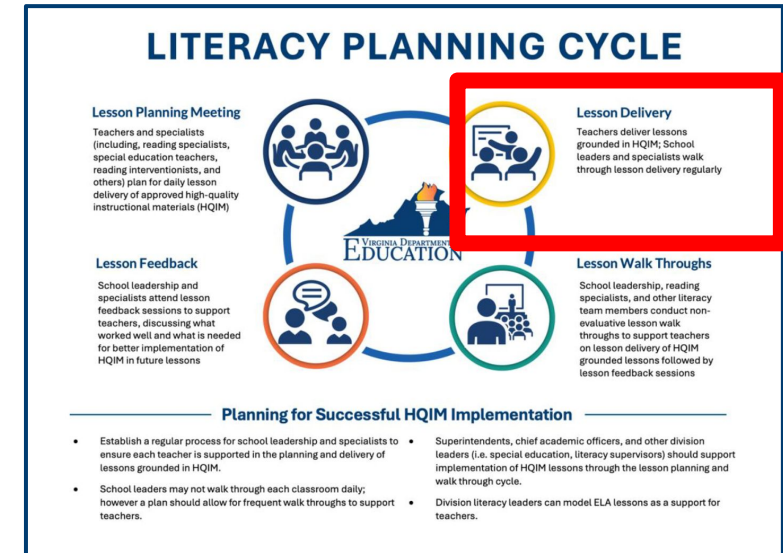
Resources

- [Professional learning resources](#) for science-based reading, from the Virginia 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

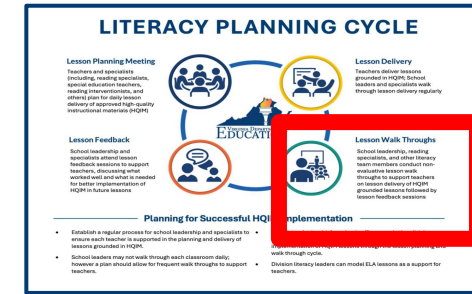
Lesson walkthroughs are intended to support teachers in implementing HQIM.



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

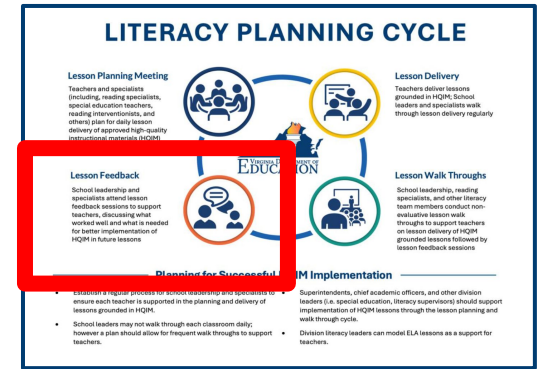


| | |
|--|---|
| <p>Division Leaders</p> | <ul style="list-style-type: none"> ● Invest stakeholders in the purpose and value of non-evaluative walkthroughs ● Conduct walkthroughs to track division-wide implementation trends ● Communicate expectations for school leaders around frequent, non-evaluative walkthroughs to track school-wide implementation trends |
| <p>School Leaders & Reading Specialists</p> | <ul style="list-style-type: none"> ● 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) |
| <p>Teachers</p> | <ul style="list-style-type: none"> ● Implement lessons from the HQIM with integrity and fidelity ● Embrace walkthroughs and subsequent feedback as opportunities for growth |

Lesson Feedback

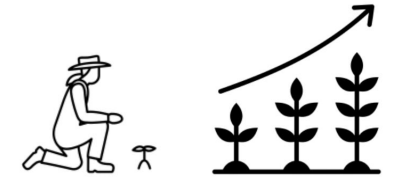
Leaders and specialists should plan and facilitate lesson feedback sessions to:

- 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

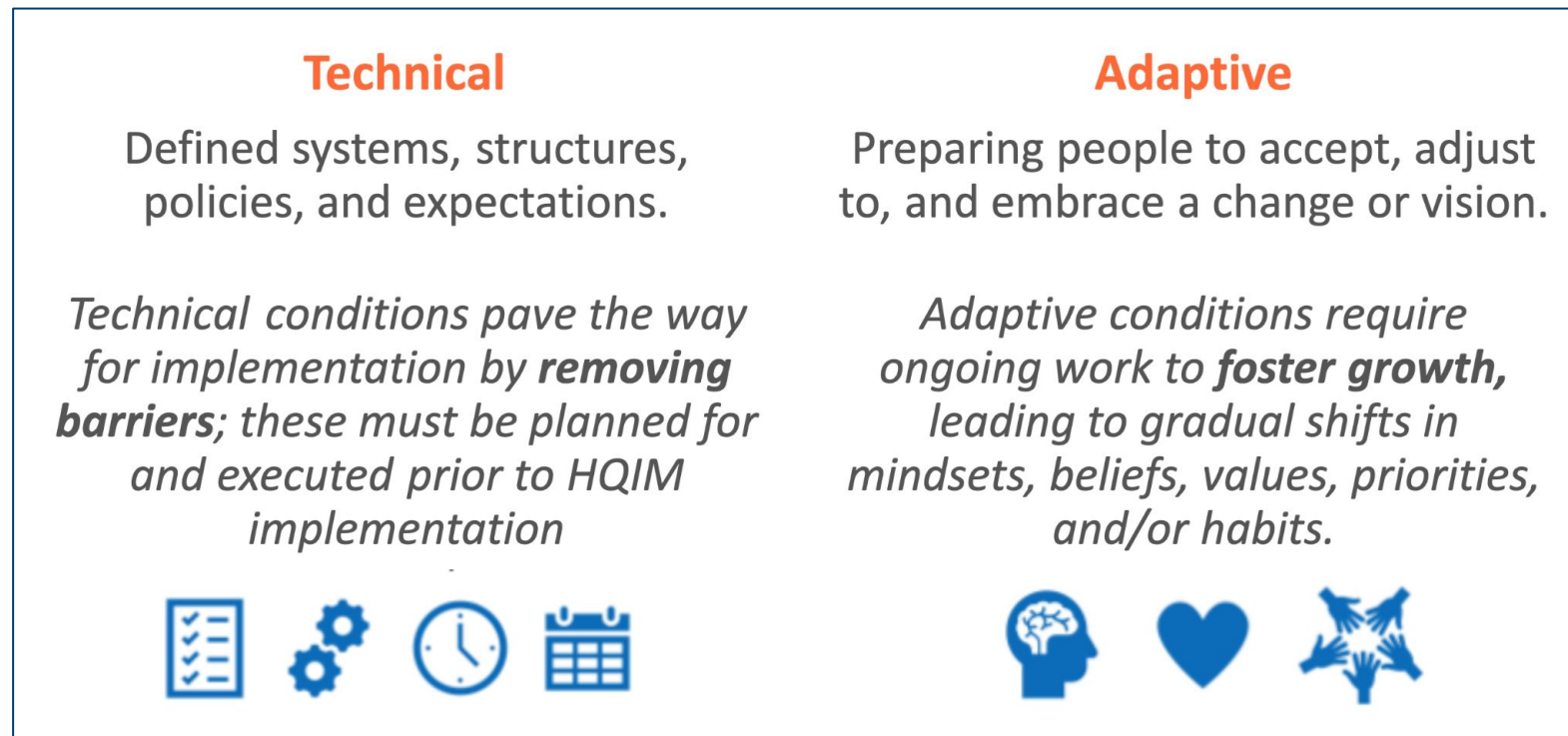


Leaders and teams should norm on *what feedback* and *who* will deliver the feedback *prior* to each meeting.

Prepare for Discussion

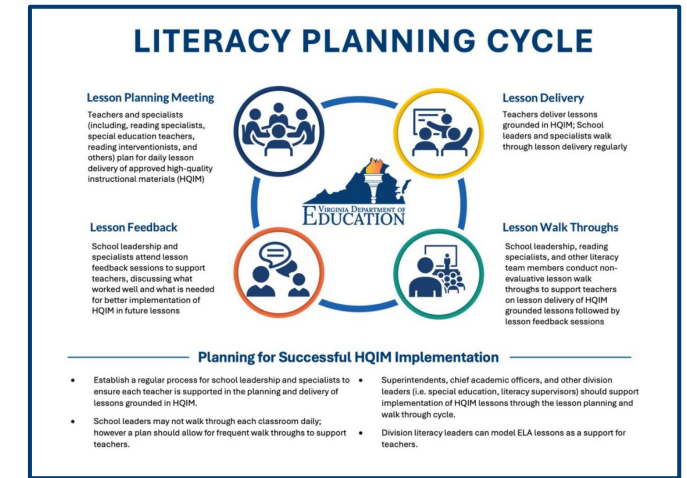


Think back to this “mental model” for leading change from Session 3:



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

Literacy Planning Cycle: Conditions for Success



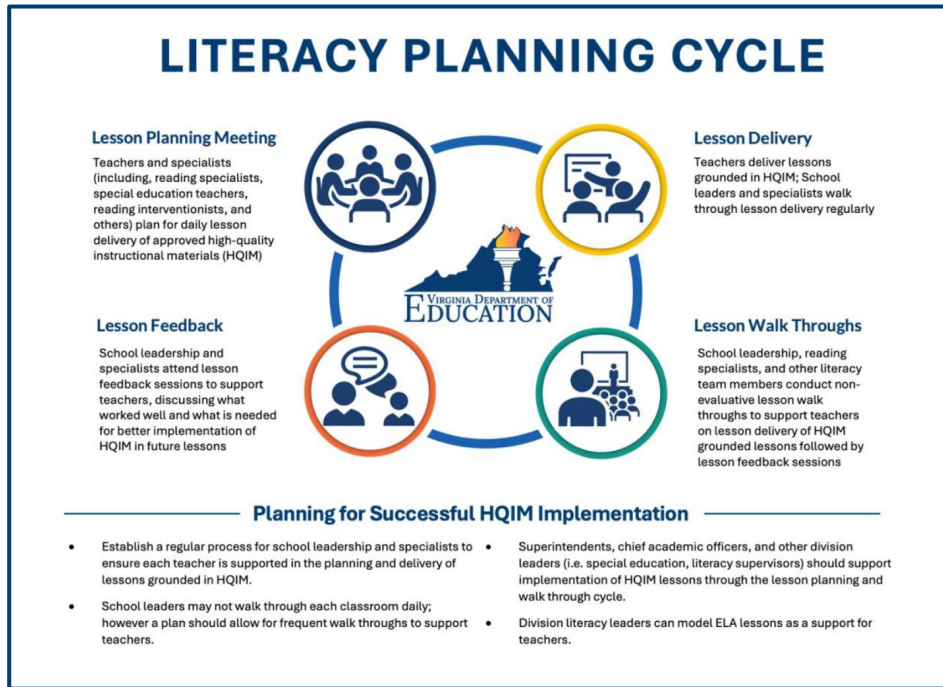
Sample Technical Conditions:

- *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:

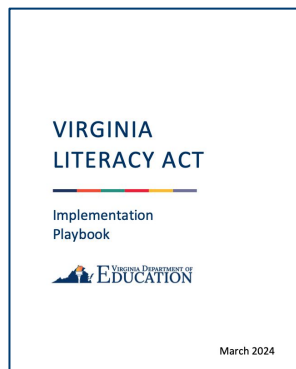
- *Teacher and leader buy-in (e.g. do teachers understand the “why”?)*
- *Ensuring relevance and timeliness of planning/feedback*
- *Building strong communities and cultures of learning*

Connect to Your Context



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?



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

Let's Hear from You

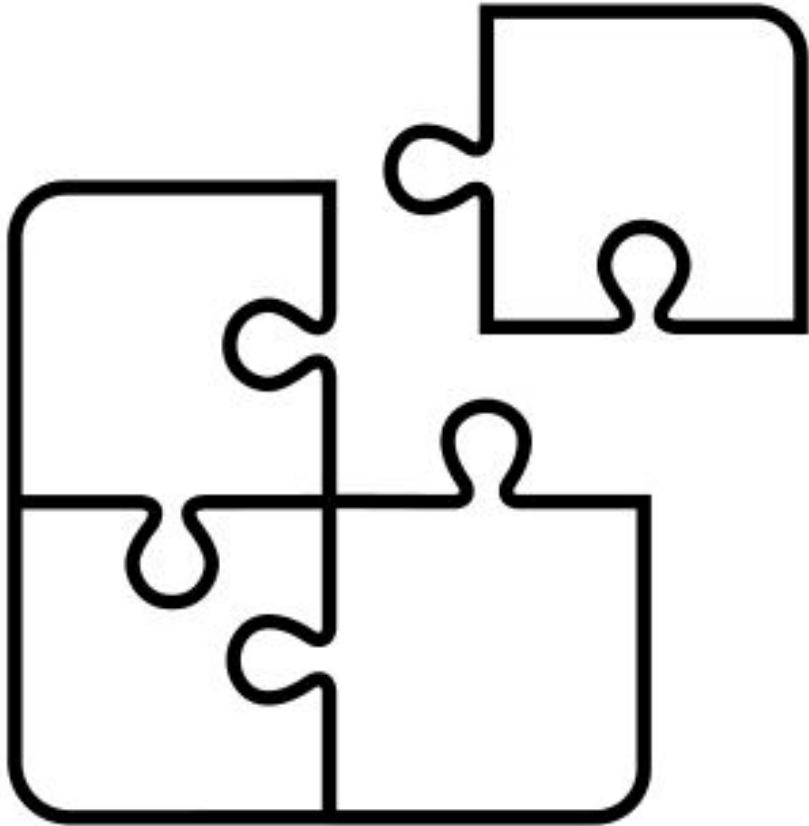
*Good ideas are
best when shared!*



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.

| Recommended HQIM Development Structures & Practices | |
|--|---|
| Directions: 1. Independently review the <i>Recommended HQIM Development Structures & Practices</i> chart below (<i>also located on pages 38-40 of the Playbook</i>). 2. As a team, color code each line item using the following guidance: <ul style="list-style-type: none"> ○ Green: Your division already has systems and structures in place to support this <i>or</i> 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. | |
| HQIM Development, Structures, Roles, Practices, & Expectations | Details |
| Establish division-wide literacy/HQIM priorities and accountability | Superintendents must establish their literacy vision and HQIM implementation as major priorities for the division and ensure that stakeholders—particularly school leaders—are invested and held accountable for implementing these priorities at the school level. See case study here on the importance of building investment and establishing accountability across the division vertical spine. |
| Establish division-level HQIM lead | A single division-level leader of HQIM implementation (e.g. CAO, Literacy Director, etc.) should be responsible for monitoring implementation and trends, establishing priorities, determining strategy and supports, etc. This person must have the authority to establish next steps and accountability for stakeholders—including school leaders—or the superintendent must regularly do so on their behalf. This person will also be responsible for ensuring that all critical logistics are carried out, from delivering materials to buildings, to unboxing, to distributing materials to teachers, etc. |
| Establish school-level HQIM leads | Schools must have a leader responsible for school-level HQIM implementation who has the authority to establish school-level priorities, strategy, supports, next steps, and accountability. The lead will attend division-level trainings and be responsible for turnkeying trainings and leading HQIM-based development at the school-level. This person will lead weekly grade-level HQIMbased lesson planning or be responsible for training and supporting those who do. |

Application Time

Application Time Options

| Option 1 | Option 2 | Option 3 |
|---|--|--|
| <p>Continue to analyze current collaborative planning structures and decide what to keep and what to change/upgrade to support the Literacy Planning Cycle.</p> <div data-bbox="698 929 1123 1239" data-label="Diagram"> <p>LITERACY PLANNING CYCLE</p> <p>Lesson Planning Meeting Teachers and specialists (including reading specialists, special education teachers, reading interventionists, and others) plan for daily delivery of approved high-quality instructional materials (HQIM).</p> <p>Lesson Delivery Teachers deliver lessons approved in HQIM. School leaders and specialists walk through lesson delivery regularly.</p> <p>Lesson Walk Throughs School leadership, reading specialists, and other literacy team members conduct non-evaluative research through to support teachers in lesson delivery of HQIM grounded lessons followed by lesson feedback sessions.</p> <p>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.</p> <p>Planning for Successful HQIM Implementation</p> <ul style="list-style-type: none"> 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 specialists) 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. </div> | <p>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.</p> | <p>Develop or refine your training plan for Phase I & II training topics.</p> <ul style="list-style-type: none"> ○ When will these sessions happen? Have any already happened? ○ Who is expected to attend? ○ What accountability measures need to be in place? |

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.

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 →

<https://tinyurl.com/VD0ESession4>

We truly appreciate and value your feedback!