

Local Level Matrix for Comprehensive Literacy Planning

Grades 9-Adult

Component	Key Strategies	Recommended Resources to Link to Matrix Strategies
Shared and Strength-based Leadership	<ul style="list-style-type: none"> ● Establish a school-based literacy leadership team including stakeholders from multiple contents/disciplines and local businesses or stakeholders ● Encourage partnership with local businesses and stakeholders to enhance understanding of literacy application in real-world settings ● Implement and model target literacy outcomes/practices for lasting literacy learning ● Build a culture of literacy (school initiatives, teacher modeling, collegiality, “one book, one community”, etc.) ● Create opportunities in staff schedules for scheduling, organizing, and promoting literacy events, grant writing, etc. 	<p>Literacy Leadership 2015 NCTE Education Policy Platform. Platform establishes principles for building literacy leadership grounded in solid research and addressing the needs of all learners.</p> <p>Principals as Literacy Leaders: Literacy Leadership Policy Brief from the Internal Literacy Association, 2019. Article provides key steps to fostering growth through collaborative leadership.</p> <p>Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress. From ASCD. Professional text that outlines a comprehensive, collaborative approach to teaching that focuses on students’ strengths and resiliency.</p> <p>Implement a School Literacy Action Plan-From ASCD. School wide literacy planning guidance.</p> <p>Leadership for Literacy in the 21st Century. This white paper provides direction for structuring a learning continuum to advance student achievement (Jill Wis-Spector and Annemarie B. Jay, Association of Literacy Educators and Researchers).</p> <p>Issues in Brief. State Actions to Improve Adolescent Literacy. Results from the National Association of</p>

		<p>State Boards of Education’s State Adolescent Literacy Network.</p> <p>ILA 2019 Literacy Leadership Brief - Principals as Literacy Leaders - Provides an outline for literacy leadership in a school.</p> <p>Conference on English Leadership. NCTE affiliate. Professional organization that supports development of literacy leadership.</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> ● Does the plan encourage a love of literacy for learning as well as enjoyment? ● Is your plan focused on literacy development across a variety of contexts? ● Have you budgeted for professional learning and community events? ● Are the needs and mental well-being of the educators being taken into consideration as the plan is implemented and developed? 		
<p>Standards-Aligned, Evidence-Based Instruction</p>	<ul style="list-style-type: none"> ● Implement evidence-based instructional programming that is aligned to the Maine ELA/Literacy Maine Learning Results, WIDA Standards, & NGSS. ● Provide equitable access to diverse, high quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles. ● Embed explicit literacy instruction across the curriculum ● Ensure that the social organization of classrooms is student-centered and responsive (e.g., opportunities for speaking and listening, peer-to-peer discourse) 	<p>Maine Learning Results - English Language Arts Standards Documents and supports for Maine’s updated (July 2020) ELA/Literacy standards.</p> <p>Standards Alignment to Curriculum and Assessment. Guide from the Center on Standards & Assessment Implementation.</p> <p>NCTE Framework for 21st Century Curriculum and Assessment. Includes a series of questions to guide development of curriculum and assessment.</p>

	<ul style="list-style-type: none"> ● Provide evidence that teachers’ unit and/ or lesson plans show intentional planning that fosters students’ use of thinking and communication skills in the service of learning ● Ensure that instruction is culturally sensitive and values cultural knowledge ● Provide exemplars, tools, and resources for the instructional strategies to be easily and quickly embedded in instruction and not an “add-on” ● Design and implement literacy rich environments that are: <ul style="list-style-type: none"> ○ text-based ○ provide multiple opportunities for student interaction ○ emphasize digital literacy ○ promote engagement ○ incorporate student choice in reading opportunities ○ foster positive relationships and ○ learner self-efficacy and competency 	<p>Purposeful, Direct, Explicit , and Systematic Instruction. From the Colorado State Literacy Plan. Section defines terms common to discussions of instruction with examples of effective practices.</p> <p>Ideas That Work. From the US Department of Education. Site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.</p> <p>English Language Development Standards - From WIDA. A tool to help educators support language development in multilingual learners.</p> <p>Evidence-based Practices in Instruction - The IRIS Center offers a free Evidence-Based Practice (EBP) Module Series.</p> <p>EdReports - independent nonprofit designed to improve education by providing reviews of K-12 instructional materials.</p> <p>Culturally Responsive Teaching: What You Need to Know website outlines a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences.</p> <p>The Importance of Digital Literacy in K-12 (2020 - Becton Loveless from Education Corner) Article about beginning digital literacy programs in grades K-12.</p>
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	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Are students expected to read across a wide variety of genres and media? ● Are students experiencing direct and deliberate instruction to read, write, speak, and listen in each discipline? ● Are ELA/literacy practices aligned with the English Language Arts/Literacy Maine Learning Results? ● Is there a process for evaluating and adopting evidence-based instructional programming that is aligned to the Maine Learning Results? ● Is instruction culturally responsive? ● Is there opportunity for student input/self-direction within aspects of instructional programming? ● Does ELA instruction provide guidance for building a literacy-rich environment? What about other content areas? 	
<p>Multi-Tiered Systems of Support</p>	<ul style="list-style-type: none"> ● Implement a MTSS Framework ● Deliver high-quality, intentional evidence-based Tier 1 instruction for all students. ● Use screening, diagnosis, and ongoing progress monitoring to inform instruction: using multiple data points for entrance and exit points and triangulate data. ● Teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs. ● Provide supplemental and/or intensive instruction through various forms or groupings to meet student needs for students who are performing above grade level. ● Assure opportunities to accelerate, including dual-enrollment coursework. ● Ensure trained professionals deliver interventions in addition to high-quality tier I instruction and ensure that implementation is regularly evaluated and aligned and appropriate to the needs of the student. 	<p>Response to Intervention for Literacy in Secondary Schools from RTI Network. Article outlines key effective characteristics of intervention at the secondary level, distinct from elementary intervention.</p> <p>Understanding Accelerated Learning Across Secondary and Postsecondary Education from American Institutes for Research. A brief which catalogs accelerated learning and defines terms such as credit recovery, double dosing, and accelerated remediation.</p> <p>Ideas That Work. From the US Department of Education. Site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.</p> <p>RTI Network Website. Provides information about measures that can be used to identify students at risk for reading problems in Grades 4–12.</p> <p>MTSS Tools from illuminate education - resources, webinars, infographics etc. for MTSS implementation.</p>

		<p>Multi Tiered Systems of Support (MTSS) Library - MTSS webpages on the Maine DOE website.</p> <p>Center on Multi-Tiered System of Supports - Tools and resources to support planning for success, implementation, and sustaining and expanding implementation.</p> <p>The Secondary Literacy Instruction and Intervention Guide. The Stupski Foundation website.</p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Institute of Education Sciences practice guide presents evidence-based recommendations that educators can use to improve literacy levels among adolescents in upper elementary, middle, and high schools.</p> <p>Teaching Writing to Diverse Student Populations (Reading Rockets and the Access Center) Article that identifies the qualities of strong writing instruction, and offers advice to teachers for incorporating writing instruction into their practice.</p> <p>Improving Adolescent Literacy. An RTI Implementation Guide. By Pam S. Craig and Rebeca K. Sarlo, Chapter 3 (related article) Reading Comprehension Strategies for Explicit Instruction This article helps secondary teachers and school leaders implement a problem-solving/RTI framework to address reading skills.</p>
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Essential Questions

- Are students supported with direct instruction when they are experiencing frustration-level struggles?
- Do students have opportunities to accelerate their learning when they demonstrate mastery of expectations?
- Is literacy instruction meeting the needs of all students?
- How are resources and instructional strategies chosen and evaluated for effectiveness?
- Is literacy instruction evidence-based?
- Are resources evidence-based?
- Are all MTSS components included:
 1. Strong shared leadership?
 2. Levels of support?
 3. Creative problem solving?
 4. Evidence based practices?
 5. Parent and community involvement?

<p style="text-align: center;">Balanced Assessment Systems</p>	<ul style="list-style-type: none"> ● Design and implement a balanced assessment system that provides a framework for consistency of assessments for all grade levels and is understood by and communicated to all stakeholders (personnel, school board members, students, and families). ● Utilize a variety of assessments (screening, progress monitoring, diagnostic, formative and summative) that target the needs of individual learners (varied modalities/different modalities) to inform and adjust instruction. ● Ensure families, students, and educators collaboratively identify learning goals and measure progress towards goals regularly. ● Explain to families what assessment is and is not, as well as why and how it matters ● Use multiple types of data (qualitative and quantitative) and triangulate this data ● Involve students in creating assessment systems that ensure authentic assessment that is connected to students' lives. 	<p>Putting Assessment in the Driver's Seat. Article. National Association of Secondary Principals</p> <p>Yale Center for Teaching and Learning. Formative and Summative Assessments. Article. Understand the differences and implications of formative and summative assessments.</p> <p>Understanding Balanced Assessment Systems 2018 White paper from ETS which explains the principles of a balanced assessment system.</p> <p>Using Assessment to Create Student-Centered Learning Article from Edutopia. Presents assessment as a tool to focus on student learning.</p> <p>ETS - Understanding Balanced Assessment Systems. White paper -Explains assessment for students and their families, the school, the district and the state.</p> <p>WestEd Designing a Comprehensive Assessment System - Supporting schools to design assessment systems.</p> <p>Maine's Department of Education Comprehensive Assessment System (MECAS) Access all DOE assessment information.</p> <p>Assessment Evaluation Tool - Achieve the Core- Tool for evaluating assessments.</p>
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	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Is there a literacy assessment plan? ● Are assessment systems effective and coherent in our classrooms/schools/district? Is there a coherent and cohesive method of determining when to assess, what types of assessment to use, and how to benchmark student performance? ● Is there formative, summative, school and state-level assessment? Is there a system-wide understanding of the appropriate use of data from each level of assessment? ● Are assessments being used to inform instruction? ● Does assessment data determine impact of literacy instruction?
<p>Job-Embedded Professional Learning</p>	<ul style="list-style-type: none"> ● Create a system of on-demand, self-service professional development opportunities for all school professionals ● Promote continuous learning as a culture of professionalism and not from a deficit-based perspective ● Encourage systems that honor professional reading and independent study for contact hours ● Align calendars/in-service days across schools and districts to create opportunities for collaboration ● Support professional learning experiences with adequate time and resources ● Connect professional learning to data that identifies specific student needs and evidence-based practices to align with teacher goals. <p>Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well from Learning Forward. This brief focuses on answering questions about what job-embedded PD for teachers.</p> <p>How to Facilitate Job-Embedded Professional Development from Education World. Blog post introduces topics explored more deeply in the professional text Instructional Supervision: Applying Tools and Concepts by Sally J. Zepeda.</p> <p>Reading to Achieve. A Governors' Guide for Adolescent Literacy. NGA Center for Best Practice guide for designing adolescent literacy instruction.</p> <p>A New Vision for Professional Learning - From Learning Forward. A toolkit to help states advance learning and improvement systems.</p> <p>Effective Teacher Professional Development -Learning Policy Institute review of 35 studies that demonstrate a positive link between teacher professional</p>

		<p>development, teacher practices and student outcomes.</p> <p>Literacy Instruction in the Content Areas Getting to the Core of Middle and High School Improvement from the Alliance for Excellent Education. Focuses on policy for education leaders.</p> <p>Edcamp Model of designing professional learning experiences driven by in-the-moment need.</p> <p>Maine Department of Education Professional Learning Webinar Library - search recordings of Maine DOE webinars for professional learning areas.</p> <p>Interdisciplinary Approaches to Teaching - Science Education Research Center (SERC), framework of analysis that offers a richer understanding of the issue under examination.</p> <p>Building a School-Wide Digital Literacy Curriculum (Kiddom, 2019) Roadmap for building digital literacy curriculum.</p>
	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Are all stakeholders considered when making decisions about professional learning? ● Is data analysis used as a part of decision making about professional learning? ● Is professional learning designed to be inclusive of the entire school and district? ● Is professional learning based on a shared vision of literacy leadership team and school/district? ● Is there a connection between professional learning and evidence of literacy success and areas of weakness? ● Is professional learning job-embedded? 	

	<ul style="list-style-type: none"> ● Is the intensity and duration of the professional learning sufficient to lead to impactful, positive changes in student literacy growth (not haphazard or one and done)? ● Are the needs and mental well-being of the educators being taken into consideration as professional learning is being planned, developed and offered? 	
<p>Supportive Family and Community Engagement</p>	<ul style="list-style-type: none"> ● Form partnerships with local businesses to provide programs such as job shadowing, internships, literacy events ● Engage families in planning and executing literacy events; Provide support for literacy development outside of the school and at times when families/community members can attend ● Develop opportunities (mentorships, internships) that are responsive to cultural differences and address barriers to better engage families and communities. ● Build programs for high school students to tutor elementary students and include training for tutors. 	<p>Barbara Bush Teen Trendsetters Teen Trendsetters is a reading mentoring program provided by teens for first, second, and third graders who are reading half a year or more behind their grade level.</p> <p>Ideas That Work. From the US Department of Education. Site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.</p> <p>Why Some Parents Don't Come to School - from Educational Leadership. The article explores reasons that some parents may not attend school events and suggest strategies to address each cause.</p> <p>Edutopia - Family Engagement - find tools and resources here for strengthening bonds between schools, families, and communities.</p> <p>Parents as Partners in Promoting Writing among Children and Youth (English Version) Evidence-Based Practices at School: A Guide for Parents. from Reading Rockets. Includes links to resources helpful for both parents and educators.</p> <p>Maine DOE Family Engagement Page Maine DOE's webpages highlighting benefits of and resources for building strong family engagement.</p>

		<p>Maine DOE English Learner Resources Program resource guide, professional learning resources, refugee and immigrant student resources and ESOL toolkit.</p> <p>5 Key Practices and 10 Ideas for Educators to Assist with Culturally Responsive Family Engagement PDF from the Education Development Center (EDC) DC blog post Culturally Responsive Family Engagement Practices by Jessica Lavorgna. EDC also has additional resources available for culturally responsive practices.</p>
<p>Essential Questions</p> <ul style="list-style-type: none">● Have families been included in planning and executing literacy events?● Are members of the wider community demonstrating application of literacy skills in their passions as well as their work?		