

CULTIVATING A LITERACY CULTURE

A comprehensive literacy initiative involves the community and all levels of a school or district – teachers, instructional coaches, and leadership.

TEACHERS

Teachers are responsible for directly engaging students with high impact evidence-based instruction

Teachers use evidence-based practices to provide comprehensive literacy instruction in a thoughtful, integrated manner (i.e., phonemic awareness, phonics, vocabulary, syntax, and reading comprehension).

Literacy coaches are responsible for directly supporting teachers in their delivery of reading instruction

Literacy coaches support teachers in their use of evidence-based practices for each domain of comprehensive literacy.

LITERACY COACHES

LEADERSHIP

Building leadership is responsible for supervising building staff and setting the literacy culture of a school

School leaders provide systems of support to aid teachers with using evidence-based practices for comprehensive literacy.



DOs & DON'Ts OF EDUCATOR PRACTICES LITERACY CULTURE



DOs

TEACHERS

- Provide explicit instruction in all aspects of comprehensive literacy
- Provide high levels of student-teacher interaction, thoughtful text selection and corrective feedback
- Use timely sources of student data to differentiate instruction

LITERACY COACHES

- Support teachers with providing instruction in all aspects of literacy
- Regularly observe teachers, co-teach and model evidence-based instructional practices in all aspects of comprehensive literacy instruction

LEADERSHIP

- Regularly observe teachers and literacy coaches
- Focus on instructional practices
- Follow up observations with feedback
- Be mindful of universal screening data and other indicators of student learning outcomes



DON'Ts

- Only focus on leveled texts and embedded word reading instruction
- Only have students practice by reading silently and then answering comprehension questions
- Only focus on state reading tests and benchmark testing data
- Only support teachers with using guided reading
- Infrequently observe teachers to provide coaching support
- Only observe teachers and their practices
- Infrequently observe literacy coaches and teachers
- Only focus on student behavior
- Fail to give feedback to teachers and coaches about their instruction
- Only focus on high-stakes student data, such as state reading tests