



Implementation Guide

for Grade 6 through Grade 12

Leadership

Grade 6 through Grade 12

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) calls on schools to establish campus-based leadership teams to guide the school-wide efforts to improve literacy instruction. These teams include principals, instructional coaches, teachers, special educators, and others who impact literacy achievement at the school. The campus-based leadership team is responsible for facilitating the creation or revision of a data-informed plan for improving literacy instruction that is integrated with existing plans for school improvement. This plan articulates the school's goals and initiatives focused on reading and writing instruction and is informed by multiple sources of campus data, state standards, and validated research. Throughout the TSLP, the campus-based leadership team is called on to initiate and support the implementation of literacy practices outlined in the *Action Steps* and *Indicators* of each component.

In addition to establishing the campus-based leadership team and developing the data-informed plan for improving literacy instruction, the Leadership component includes *Action Steps* focused on other key areas related to leading quality literacy instruction and improvement. These include facilitating the use of a response to intervention framework, providing ongoing instructional leadership on evidence-based literacy instruction, establishing a coaching model, and facilitating communication between the school and the community.

Leadership Action Steps: Grades 6 through 12

- L1.** Establish a campus-based leadership team to guide efforts to improve literacy instruction.
- L2.** Facilitate the use of a response to intervention framework for providing literacy instruction.
- L3.** Create and implement a data-informed plan for improving literacy instruction.
- L4.** Provide ongoing instructional leadership on evidence-based literacy instruction.
- L5.** Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.
- L6.** Facilitate communication between school and community to support literacy.

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| L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| Administrators and other campus leaders plan to: | Administrators and other campus leaders begin to: | The campus-based leadership team meets regularly , allowing members to: | The campus-based leadership team has met regularly for more than a year . The campus-based leadership team continues to: |
| Form a campus-based leadership team made up of members with multiple perspectives representing a variety of roles, including at least one administrator. | Determine and communicate campus-based leadership team members' roles and contributions with the focus on improving literacy outcomes for students. | Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. At least one administrator is an active member of the team. | Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. Follow a process to address campus-based leadership team member turnover. |
| Identify data that can be used to guide efforts to improve literacy instruction. | Hold regular campus-based leadership team meetings to collect and examine data to determine campus needs, and initiate efforts to improve literacy instruction. | Collect and examine data to guide efforts to improve literacy instruction. | Collect and examine data to guide and adjust efforts to improve literacy instruction |
| Develop and communicate a vision for using data to improve literacy instruction. | Create policies and procedures that support school-wide data use for improved literacy | Implement policies and procedures that support school-wide data use for improved | Implement, evaluate, and adjust policies and procedures that support school-wide data use |

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| L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction. | | | |
| | instruction. | literacy instruction. | for improved literacy instruction. |
| Assess needs for and plan professional development that supports the campus-based leadership team’s deeper understanding of evidence-based literacy instruction. | Provide professional development to the campus-based leadership team to deepen understanding of evidence-based literacy instruction. | Draw on a solid foundation of knowledge about evidence-based literacy instruction to guide efforts to improve literacy instruction. | Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members’ individual needs. |
| Sample Evidence | | | |
| <p>Schedule of campus-based leadership meetings</p> <p>Agendas, minutes, and sign-in sheets</p> <p>Written roles and responsibilities of the campus-based leadership team</p> <p>Roster of members</p> <p>Protocols for campus-based leadership team meetings</p> <p>Protocols for analyzing data</p> | | | |

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| L2. Facilitate the use of a response to intervention framework for providing literacy instruction. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| The campus-based leadership team plans to: | The campus-based leadership team begins to: | Literacy instruction for all students is conducted within an RTI framework. The campus-based leadership team and administrators routinely : | Literacy instruction for all students has been conducted within an RTI framework for more than a year . The campus-based leadership team and administrators continue to: |
| Establish a school-wide commitment to an RTI framework for providing literacy instruction. | Establish and communicate procedures to support a school-wide commitment to an RTI framework for providing literacy instruction. | Implement procedures that support the school-wide commitment to an RTI framework for providing literacy instruction. | Implement, evaluate, and adjust policies and procedures that support the school-wide commitment to an RTI framework for providing literacy instruction. |
| Determine resources and staffing needed to support the effective implementation of an RTI framework. | Ensure appropriate resources and staffing are in place to support the effective implementation of an RTI framework. | Support the effective implementation of an RTI framework through use of appropriate resources and staffing. | Evaluate and adjust resources and staffing to ensure effective implementation of an RTI framework. |
| Create student and teacher schedules for Tiers I, II, and III instruction according to the | Implement student and teacher schedules for Tiers I, II, and III instruction according to the | Facilitate student and teacher schedules for Tiers I, II, and III instruction according to the | Evaluate and adjust student and teacher schedules for Tiers I, II, and III instruction according |

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| L2. Facilitate the use of a response to intervention framework for providing literacy instruction. | | | |
| changing needs of all students. | changing needs of all students. | changing needs of all students. | to the changing needs of all students. |
| Create schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction. | Implement schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction. | Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction. | Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction. |
| Identify data for monitoring student progress within an RTI framework. | Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy. | Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed. | Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed. |
| Assess needs for and plan professional development on implementing an RTI framework for providing literacy instruction. | Provide and engage in professional development on implementing an RTI framework for providing literacy instruction. | Reassess needs for professional growth and continue to strengthen capacity to implement an RTI framework for providing literacy instruction. | Reassess needs for professional growth and provide relevant professional development opportunities that are differentiated to staff members' individual needs. Ensure that new instructional staff receives training on the RTI framework. |

Leadership: Grade 6 through Grade 12**L2.** Facilitate the use of a response to intervention framework for providing literacy instruction.**Sample Evidence**

Policies and procedures for implementation of an RTI framework

Master schedules

Criteria for initiating, adjusting, or discontinuing Tiers II and III instruction

Timeline for monitoring progress

Staffing qualifications

Documentation of evidence-based literacy instruction

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| L3. Create and implement a data-informed plan for improving literacy instruction. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| The campus-based leadership team and administrators plan to: | The campus-based leadership team and administrators begin to: | A fully developed data-informed plan for improving literacy instruction is completed by campus leaders and staff. Administrators and instructional staff routinely : | A fully developed data-informed plan for improving literacy instruction has been implemented for more than a year . Administrators and instructional staff continue to: |
| Gather data and solicit input from staff to develop a data-informed plan for improving literacy instruction that can be integrated with existing plans for school improvement. | Write and share a data-informed plan that is integrated with existing plans for school improvement. The data-informed plan <ul style="list-style-type: none"> • uses data to identify patterns of students’ literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; | Implement the data-informed plan for improving literacy that <ul style="list-style-type: none"> • uses data to identify patterns of students’ literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; • identifies those responsible for facilitating the targeted actions; and | Implement, evaluate, and adjust the data-informed plan for improving literacy. Evaluate the effectiveness of targeted actions and resources that support effective literacy instruction, determine where strengths or gaps exist, and modify actions and allocations as necessary. |

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| L3. Create and implement a data-informed plan for improving literacy instruction. | | | |
| | <ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. | <ul style="list-style-type: none"> • identifies the sources of data that will be used to monitor and evaluate progress. | |
| Assess needs for and plan professional development that supports the implementation of the data-informed plan for improving literacy instruction. | Provide professional development that supports the implementation of the data-informed plan for improving literacy instruction. | Engage in professional development that supports the implementation of the data-informed plan for improving literacy instruction. | Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs. |
| Sample Evidence | | | |
| Data-informed plan for improving literacy instruction Protocols for analyzing data Professional development plans and schedules Student assessment data | | | |

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| L4. Provide ongoing instructional leadership on evidence-based literacy instruction. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| The campus-based leadership team and administrators plan to: | The campus-based leadership team and administrators begin to: | The campus-based leadership team and administrators provide instructional leadership on evidence-based literacy instruction and routinely : | Strong instructional leadership on evidence-based literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to: |
| Identify and communicate a vision for high expectations for all students. | Communicate the vision for high expectations for all students and support instructional staff in helping students meet these expectations. | Support instructional staff in helping students meet high expectations. | Support instructional staff in helping students meet high expectations. |
| Establish policies and procedures for scheduled grade level meetings focused on using achievement data to inform literacy instruction. | Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction. | Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction. | Participate in grade level meetings focused on using achievement data to inform literacy instruction. |
| Develop observation tools and procedures. Share the purpose, tools, and procedures with instructional staff. | Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures. | Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures. | Observe literacy instruction and provide immediate feedback. Reassess and adjust observation tools and procedures as needed. |

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| L4. Provide ongoing instructional leadership on evidence-based literacy instruction. | | | |
| Identify the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system. | Communicate the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system. | Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers. | Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers. |
| Assess needs for and plan professional development that supports strong leadership on evidence-based literacy instruction. | Engage in professional development that supports strong leadership on evidence-based literacy instruction. | Engage in professional development that supports strong leadership on evidence-based literacy instruction. | Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members' individual needs. |
| Sample Evidence | | | |
| Data-informed plan for improving literacy instruction Observation tools, procedures, and schedules Evaluation of instructional leadership practices Protocols and schedules for grade level meetings Professional development plans and schedules Agendas, meetings, and sign-in sheets Teacher appraisal system | | | |

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| L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| The campus-based leadership team and administrators plan to: | The campus-based leadership team and administrators begin to: | A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction is in place . The campus-based leadership team and administrators routinely : | A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to: |
| Establish written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching. | Communicate and support the written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching. | Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching. | Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching, according to the individual needs of the staff. |
| Identify and recruit qualified personnel to provide instructional coaching support. Assess needs for professional development. | Provide professional development to instructional coaches on evidence-based literacy practices and the coaching roles and responsibilities. | Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement. | Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement. |

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| L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction. | | | |
| Assess instructional staff’s needs for professional growth and communicate the roles and responsibilities of the instructional coach(es) to instructional staff. | Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction. | Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction. | Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction. |
| Determine how to measure the impact of coaching on instructional practice and on student achievement. | Evaluate the impact of coaching on instructional practice and on student achievement. | Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed. | Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed. |
| Sample Evidence | | | |
| <p>Written roles and responsibilities of instructional coaches</p> <p>Schedules of support services provided to instructional staff</p> <p>Instructional coaching tools, such as observation forms and feedback forms</p> <p>Professional development plans and schedules for instructional coaches</p> <p>Agendas, minutes, and sign-in sheets</p> <p>Instructional coaches’ schedules</p> | | | |

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| L6. Facilitate communication between school and community to support literacy. | | | |
| A <i>Planning Implementation</i> | B <i>Initial Implementation</i> | C <i>Full Implementation with Fidelity</i> | D <i>Reflective Sustainability</i> |
| The campus-based leadership team and administrators plan to: | The campus-based leadership team and administrators begin to: | The school communicates with families and community to support literacy. Administrators and the campus-based leadership team routinely : | The school has been communicating with families and community to support literacy for more than a year . The campus-based leadership team and administrators continue to: |
| Solicit input from parents, students, and the community about creating outreach systems that meet their needs. Identify and overcome barriers to reach all parents, students, and the community. | Create outreach systems to share information on programs and services that support literacy. | Ensure that parents, students, and the community receive information on programs and services that support literacy. | Ensure that parents, students, and the community receive information on programs and services that support literacy. Gather feedback from parents, students, and the community to evaluate the effectiveness of outreach systems. |
| Identify meaningful and accessible literacy data to communicate to parents, students, and the community. | Provide parents, students, and the community with updates on progress in meeting literacy goals. | Provide parents, students, and the community with updates on progress in meeting literacy goals. | Provide parents, students, and the community with updates on progress in meeting literacy goals. |

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| L6. Facilitate communication between school and community to support literacy. | | | |
| Identify home languages spoken by parents, students, and the community. | Provide information in languages that are understandable to all parents, students, and the community. | Provide information in languages that are understandable to all parents, students, and the community. | Provide information in languages that are understandable to all parents, students, and the community. |
| Identify organizations in the community that support literacy. | Communicate with community organizations about supporting common literacy goals. | Communicate and partner with community organizations to support common literacy goals. | Communicate and partner with community organizations to support common literacy goals. |
| Sample Evidence | | | |
| Documentation of parent, family, and community communication and outreach Parent surveys and questionnaires Calendar of parent and community involvement List of campus and community programs to support literacy | | | |