

Illinois State Board of Education

Literacy Stakeholder Engagement Meeting, October 25, 2022: Summary of Themes

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Executive Summary

On October 25, 2022, the Illinois State Board of Education (ISBE) hosted a Literacy Summit with planning and facilitation support provided by the Region 9 Comprehensive Center. The purpose of the Literacy Summit was to listen to the perspectives of diverse stakeholders to better understand the supports and resources they feel are needed to ensure that all Illinois students have access to and are effectively supported in literacy development. Contributors from 49 organizations, including 20 school districts, nine institutes of higher education, and multiple statewide associations representing diverse perspectives from across Illinois, participated in the event.

The following report summarizes the day's discussions and identifies key themes and needs shared by participants within overarching categories. The information in the report summarizes the perspectives of participants and can help in better understanding the supports and resources these contributors feel are needed to ensure that all Illinois students have access to and are effectively supported in literacy development. The emerging needs include the following:

- **High-Quality Curriculum and Materials:** Teachers and schools want flexibility in selecting research-based curriculum that addresses the essential components of literacy instruction, including oral language. Curriculum, materials, and instruction must be accessible, culturally relevant, diverse, and evidence based.
- **Literacy Teachers and Leaders:** Literacy development for students, including students with unique abilities, is the responsibility of all teachers, crossing grades, student populations, and content areas. Literacy leadership should create and support the systems for this instruction and should address mindset, bias, and beliefs that may negatively impact student learning. Teachers are the best lever to impact student learning.
- **Professional Learning Opportunities:** Literacy learning for educators is continuous, and opportunities need to be ongoing and collaborative. Educators and leaders need access to, and training on, high-quality interventions and assessments. They must understand how to collect and use data to support student learning as early as possible. Educators also must understand the student groups and learners they teach.

- **Instructional Design:** Literacy instruction needs to be systematic and explicit and to provide opportunities for oral language and writing development. Systems of support should help teachers individualize, scaffold, and differentiate instruction and ensure students have access to the regular curriculum. Therefore, educators must understand the trajectory of literacy development, and standards, policy, and practice should be aligned birth–grade 12.
- **Connection:** Relationships with family, community, and leadership matter and should be prioritized by educators.
- **Time and Funding:** This work takes time and financial support. Educators require time to learn, time to plan, and time to implement. Literacy initiatives need continued financial support for implementation.

ISBE took the first step in gathering diverse voices into one room to discuss the literacy needs of all Illinois students, including support for teachers and the systems required to make learning happen. Participants overwhelmingly appreciated the opportunity to connect with colleagues from across Illinois to discuss how to support literacy learning. Potential next steps that surfaced from these conversations for ISBE to consider include creating guidance to support literacy instruction, providing funding for initiatives, continuing to convene stakeholders for literacy discussions, and addressing literacy instruction for preservice teachers and supporting in-service teachers.

Event Overview

On October 25, 2022, the Illinois State Board of Education (ISBE) hosted a Literacy Summit with planning and facilitation support provided by the Region 9 Comprehensive Center (R9CC; see Appendix A: Agenda). The purpose of the Literacy Summit was to listen to the perspectives of diverse stakeholders to better understand the supports and resources they need to ensure that all Illinois students have access to and are effectively supported in literacy development. Contributors from 49 organizations, including 20 school districts, nine institutes of higher education, and multiple statewide associations representing diverse perspectives from across Illinois, participated in the event (Appendix B: Stakeholder Organizations).

The meeting composed of two panel discussions, one representing a national panel of experts and one with Illinois stakeholders, and three breakout sessions.

The meeting began with Dr. Carmen Ayala welcoming participants and setting the stage for this conversation. She then facilitated a discussion with a panel of literacy experts from across the nation (see Appendix C: Panel Bios). Dr. David Pearson from Stanford University, Dr. Jody Slavick from University of Colorado Boulder, and Dr. Nicole Patton Terry from Florida State University, based on their experience and work with states and districts, responded to questions on how to translate research into practice to support the literacy development of all children. Each panelist had a unique perspective but agreed a diversity of voices must be brought to the table to discuss literacy needs and to consider all aspects of the evidence base for literacy development when making decisions.

A panel discussion then followed the second breakout. This discussion focused on implementation support. Dr. Jennifer Kirmes facilitated a panel of Illinois literacy stakeholders, including Dr. Laurie Elish-Piper from Northern Illinois University, Dr. Marion Friebus-Flaman from Naperville Community Unit School District 203, and Esther Coleman-Spells from East St. Louis School District 189. Panelists responded to questions on conditions and supports necessary for policy to translate into effective instructional shifts, culturally and linguistically responsive practices important to include, and lessons learned in terms of implementing evidence practices. Panelists then had the opportunity to share additional information they felt was important for this work. Some ideas discussed by the panelists include the following:

- Teachers need to understand why instructional shifts are being made and how these fit into the current system so that the work is aligned. Teachers need time, space, hands-on learning, and resources to support implementation.

- Schools need principals to be instructional leaders who support teachers and on-site literacy experts to support implementation.
- Teachers must be empowered to be flexible and meet the needs of their students so they can capitalize on student assets and make learning meaningful.

For each breakout session, facilitators randomly assigned participants into a new group to ensure that contributors not only had the opportunity to share their perspective but also had the opportunity to engage with and hear the perspectives of different participants each time. For each session, participants divided into ten breakout groups; each group had a facilitator and a notetaker from ISBE and R9CC to support the conversation and to capture key themes. Additionally, facilitators provided time for participants to capture their thoughts in writing before sharing ideas with the group and encouraged participation by all stakeholders through intentional facilitation and designed protocols (see Appendix D: Handouts and Appendix E: Facilitator Protocols). After each breakout session, participants had the opportunity to review the themes and ideas captured by other groups during a gallery walk and provide additional feedback via a Mentimeter, an online interactive polling tool, that asked them to assess their opportunity to participate and provide any ideas they felt had not been captured during the session (see Appendix F: Mentimeter). Overall, participants agreed that they had the opportunity to share their thoughts.

The first breakout session focused on essential components and instructional practices in literacy. The second breakout session focused on special populations and ensuring that the literacy needs of students with unique assets are met. The final breakout session focused on essential aspects of implementation to support literacy development of all students. Participants joined new groups for each breakout session and were provided time to reflect and share on these questions. After the last gallery walk, ISBE thanked participants and asked for final feedback on the event via Mentimeter.

The following report summarizes information shared by participants and highlights more than 40 themes that emerged during the meeting. The purpose of this report is to summarize the discussions across breakout groups and identify key themes and needs shared by participants. The R9CC developed the report by reviewing notes gathered by discussion facilitators during the session on chart paper. The team sorted the notes by group and breakout session. The author from the R9CC, who did not facilitate breakout groups, reviewed each set of notes and transferred ideas to a spreadsheet, grouping similar ideas together. In addition, she indicated in which breakout group ideas were shared and totaled the number of times an idea

was mentioned across breakouts to sort the ideas by frequency. Ideas that appeared frequently within a breakout session or across breakout sessions were classified as emerging themes and highlighted in italicized blue text in the report. After she transferred information from each breakout session to the spreadsheet, she reviewed the information to determine overarching categories that captured the information shared across groups. She then sorted ideas into these overarching categories of curriculum and resources, literacy instruction, relationships, assessment and data use, teacher pipeline, and guidance and support. For the report, she summarized ideas shared across breakout sessions and groups within the categories. Last, she included future considerations and enduring questions to summarize ideas shared by participants during breakout groups that address next steps; these questions include those that still resonated with participants and considerations that may need to be made. Cross-cutting issues not specific to literacy but ideas shared by participants as impacting literacy development are included in the appendix (see Appendix X: Cross-cutting Issues). The information in the report summarizes the perspectives of participants and can help in better understanding the supports and resources these contributors feel are needed to ensure that all Illinois students have access to and are effectively supported in literacy development.

LIMITATIONS OF REPORT: This report is not a product of a research project and does not represent a vetted list of evidence-based practices. This report summarizes the notes gathered from the breakout discussion groups and those who participated in the Literacy Summit. Participants had the opportunity to review and add information throughout the information-gathering process, but they were focused on the questions and prompts provided by facilitators. The information gathered has been summarized by R9CC with the intent of representing what was heard and recorded during the one-day, in-person event.

Summary of Participant Discussions

The participants contributed to the conversation via three breakout groups throughout the day and had multiple opportunities to share their perspectives on literacy. The three topics of discussion focused on (a) essential components and instructional practices in literacy; (b) special populations and ensuring that the literacy needs of students with unique assets are met; and (c) essential aspects of implementation to support literacy development of all students. The ideas that appeared most frequently have been highlighted by the author in italicized blue text and have been classified as emerging themes that capture the needs expressed by participants. More than 40 emerging themes were identified. The author organized the themes by overarching categories (curriculum and resources, literacy instruction, scheduling, needs of all students, relationships, teacher pipeline, and guidance and support). Some themes such as *a need for time* and that *literacy is the responsibility of all* cross multiple categories, whereas others such as the need for *explicit, systematic instruction* fall into one category. Some cross-cutting themes are pulled into callout boxes to emphasize how they touch multiple areas. This interconnectedness highlights one key theme that emerged early in the discussion, recognition that *literacy is complex*. Literacy is part of all grades and all contents and is not just a specialization. This complexity may be one reason *flexibility* was a common term used to describe implementing curriculum, instructional routines, and classroom schedules. The report summarizes the discussions by stakeholders on instruction, meeting the needs of all students, and implementation supports.

Curriculum and Resources

The category of curriculum and resources includes ideas participants shared that address what content should be included in the classroom, which classes should have literacy content, and what materials are needed to meet the needs of all students.

Curriculum and resources were discussed by participants at some point in each breakout session. The need for *flexibility* was a consistent element. One group noted, “No one curriculum will solve the problem.” However, participants wondered how you know a curriculum is research based and suggested that teachers be involved with the adoption of curriculum and resources.

Participants shared that students should practice language and literacy throughout the day, emphasizing that literacy learning is part of *all content areas*, stressing the idea of integrated instruction and identifying a need for materials to

Responsibility of All

Literacy crosses content areas and grades. Literacy development is the responsibility of **all** educators, including leadership.

support literacy learning opportunities in different content areas.

The “big 5” or five pillars (*phonemic awareness, phonics, fluency, vocabulary, and comprehension*) of reading instruction identified by the National Reading Panel were commonly referenced during discussion. Many participants agreed that foundational skills (print concepts, phonemic awareness, phonics, and fluency) should be prioritized early and that teachers should understand foundational skills and the necessity of systematic, explicit instruction addressing them. Some participants shared that teachers should know how to address foundational skills in higher grades. Some participants also emphasized balancing the focus on foundational skills with building comprehension. Many participants discussed intentional planning for *oral language development* that included a language-rich environment and valued student culture and language. They focused on language development and on an understanding of language development. In addition, *writing and student talk* intentionally planned and threaded into the curriculum was a focus for literacy. Participants shared the idea of bridging across skills sets, including “mental, oral, visual, and graphic modalities.”

High-quality literature and authentic text were both used to describe classroom materials, but participants also emphasized choice and voice, flexibility, and variety in topic, culture, and genre. The emphasis was on a need for *rich content*. Participants stressed *leveraging text, culture, and language* and that rich literature should be available for all learners that is both developmentally appropriate and has an appropriate level of complexity. Participants also mentioned digital and print reading and understanding the difference between them.

Participants shared that teachers and specialists need *access to a wide range of resources* for multiple purposes that meet students’ needs. They want to ensure that materials are accessible for all students and that considerations for resource allocation are made. Content and curricula should be culturally relevant, linguistically diverse, and provide opportunities for critical thinking.

In addition, participants stressed that teachers, schools, and districts need access to *high-quality interventions*. Educators need support in identifying appropriate interventions, and staff trained in the intervention need to implement it with fidelity. Interventions should align with students’ needs, but quality interventions may not exist for students who cross populations. One group also suggested that interventions be renamed to “accelerations” because of the negative connotation of “intervention.”

SUMMARY CURRICULUM AND RESOURCES: Participants shared emerging needs that should be considered for selection and implementation of literacy curriculum and materials. These needs

include providing flexibility in selecting research-based curriculum; stressing that literacy is the responsibility of all teachers; emphasizing the big 5, oral language, and writing as critical components; ensuring rich content is accessible, culturally relevant, and diverse; and offering access to high-quality interventions.

Literacy Instruction

The category of literacy instruction includes participant ideas on how the content needs to be delivered and considerations that should be made to ensure instruction reaches all students so that teachers can effectively plan and instruct.

Explicit, systematic instruction that is well planned and intentional was a common theme, as well as focusing on *gradual release of responsibility* within explicit instruction to support students as they acquire new skills and learning. Participants also encouraged teachers to model reading, so that students observe the process, and requested supports such as videos and research to assist teachers in implementing practices such as differentiating instruction.

Oral Language

Oral language development is a key for literacy development and should be addressed in curriculum, instruction, as well as in professional learning.

Participants across groups emphasized *oral language development*. Providing opportunities for oracy and higher level discussion within classrooms was clearly important to stakeholders; a shared value existed regarding student talk and providing students with a language-rich environment at all grade levels. One group suggested this approach

supported building the understanding of the relationship among oracy, oral language, and written language for teachers. In addition, participants acknowledged the need for students to talk in their first language.

Participants stressed that literacy instruction is the *responsibility of all teachers* as literacy crosses all grades and content areas. Middle and high school teachers may require additional support to understand why literacy is critical in all content areas and in implementing strategies that support literacy development in the content area. They recognized that not all teachers have had the opportunity to learn how to intertwine literacy and content.

Participants shared that they know instruction is working for students when students transfer their learning to other areas, when they show interest and motivation in learning, and when students can talk about their learning.

Participants recognized the necessity of *equitable instruction* to ensure all students' needs are addressed, acknowledging a continuum of learners and a "no-one-size-fits-all" approach for students. They shared that instruction should address the whole child and embed whole-child

skills, such as self-regulation into literacy instruction. Including equitable whole-child design principles creates environments and conditions in which students are supported and have opportunities. Participants encouraged leaders to consider a focus on play-based learning. They emphasized providing equitable support and staffing for all students, including monolingual and bilingual classes. Teachers require time to craft instruction and access to high-quality resources and professional learning for sustained equitable implementation of literacy practices.

Participants shared the importance of implementing *evidence-based strategies* with fidelity, ensuring that practices are taught. They emphasized that educators must select developmentally appropriate strategies for the students.

Participants also stressed the importance of *culturally responsive* practices. Racial, linguistic, and cultural relevance were common themes among groups. Groups shared that instruction should leverage students' culture and experiences and that classrooms should provide a safe space where students can take risks. They recognized this issue as a systematic one. They also recognized the need for teachers to understand students' existing background knowledge and to build from that base to help students access and comprehend content. Oral tradition is part of many cultures, so providing time for talk both respects this tradition and builds literacy skills.

Responsive

Educators should consider students' strengths, needs, culture, language, and experiences to intentionally plan instruction and select curriculum and resources.

Participants also stressed valuing different dialects of English and linguistic assets of students and considering how this value can be embedded throughout instruction.

Addressing *mindset, beliefs, and bias* was emphasized. Mindful of the deficit-based framing inherent in many systems, most groups discussed use of *asset-based approaches* that build from the strengths of students, as well as from those of their families and communities. Participants recognized the need to combat bias. They stressed a move to valuing and respecting differences and beliefs in high expectations for all students. They shared that the social-emotional space intersects with literacy for students.

The need for *systems of support* within the classroom, school, and district all resonated in the discussions. Multitiered systems of support (MTSS) that use data to support meeting diverse student needs was highlighted as an effective system, with emphasis on its use across a district. Participants mentioned that the system should be fluid; identification in special education and as English learners (ELs) should not be a "lifetime sentence." Also, the goal of MTSS should not be an individualized education program (IEP), but it should be a "pathway of support" aligned with grade-level content as strong Tier 1 instruction is the foundation for MTSS.

Participants shared concerns over students from certain races and ethnicities being overidentified or underidentified for gifted and special education programs, for example, the overidentification of Black males in special education and few EL students in gifted. Participants requested more transparency in identifying students who are gifted and those with special needs that could comprise more inclusive measures for identifying students. Also, participants mentioned the *need for inclusiveness*. Participants recommended that students have access to, and for schools to consider having, specialists who push into classrooms instead of pulling students out of general education instruction. This way, students have access to the regular curriculum. Participants also considered access to high-quality dual language programming and instruction for newcomers and long-term bilinguals.

Participants called for the flexibility to “meet students where they are” through *individualization, differentiation, and scaffolding of instruction*. Teachers need both the autonomy and the knowledge to individualize, differentiate, and scaffold instruction. Participants discussed how project-based learning allows for greater scaffolding, provides opportunities for enrichment, and allows for a cooperative instructional structure. Also, a suggestion was made for a toolkit to support differentiation and to identify what students know and can do. Participants consistently stressed that (a) *all learners have unique needs*, (b) *diversity* exists among all categories of students, (c) special populations are interconnected, (d) strong Tier 1 instruction provides opportunity, and (e) staff with specific expertise can support classroom teachers.

Teachers and coaches require scheduled *planning time* with common planning time for teams of teachers prioritized. Collaboration with specialists and other teachers provides opportunity for teachers to better meet students’ needs by learning from one another and having time to intentionally plan. Participants suggested it takes time to plan daily schedules that use instructional routines. It may help to identify frameworks and models that work for specific grades and populations, recognizing different grade levels or students may have different needs.

SUMMARY LITERACY INSTRUCTION: Participants shared emerging needs that should be considered to support delivery of literacy instruction. These needs include planning for systematic, explicit instruction; providing opportunities for oral language development; supporting all teachers to incorporate literacy instructional strategies into content area teaching; ensuring instruction is equitable, culturally responsive, and evidence based; addressing mindset, bias, and beliefs in the system; and developing systems of support where teachers individualize, scaffold, and differentiate instruction and students have access to the regular curriculum.

Relationships

This category includes ideas participants shared that focus on the people involved with and relationships that need to be built in order to meet the needs of all students.

Participants stressed *building relationships* as a critical component of meeting students' needs and encouraged making time to build these relationships. They also stressed considering the demographics of students as a foundation.

Participants emphasized the need for *family and community* engagement across breakout groups. Educators should engage parents and families in authentic, equitable partnerships and collaboratively involve them in their students' learning. Participants encouraged teachers and schools to embrace the multilingual and multicultural community and to make connections to the home environment. Family and community are assets that impact student identity. For students on IEPs, leaders should remove barriers to parent involvement and encourage engagement in writing and participating in the IEP. Some ideas shared by participants include family welcome centers, communicating strengths and needs with families, and using a parent engagement tool across all grade levels. Participants made it clear relationship building is essential and families should be "seen, heard, consulted, and incorporated."

Stakeholders observed that *leadership for literacy* is a key lever and includes both administrators and principals. Leaders create and maintain the systems that support literacy development for all students, which includes relationships with students, teachers, families, and the community.

SUMMARY RELATIONSHIPS: Participants shared emerging needs that should be considered to support building relationships. These needs include building relationships with family and community and leadership taking an active role in creating systems for these relationships to happen.

Assessments and Data Use

This category includes participant ideas on collecting and using data, including identifying and selecting assessments and collecting and using data to make decisions.

Participants stressed that data should be used to inform instruction and that teachers and leaders must be *proficient in collecting and using data*. The focus should be on prevention rather than on identification. Educators should be aware that the same thing is being assessed

Building Relationships

Teachers and leaders should make time to intentionally build relationships with students, peers, administration, families, and the community.

in the same way across grade levels, which requires training assessors on each assessment and how to use the corresponding data.

For assessment and data use, the need to *consider the time to do the work* was a repeating theme: time taken from instruction to conduct the assessments; time to review the data; and time to intentionally plan to meet students' needs. The focus should be on ensuring that the right assessments were used at the right time for the data to be useful and on ensuring assessments are valid and reliable and normed for the students for which they are used. Also, the "right" assessment is not always available when language and unique needs are considered.

Provide Time

Educators need time to analyze and use data, plan, collaborate, and learn to be more effective.

Participants identified that assessments and delivery of assessments can be a source of inequity and a need exists for *selecting and administering assessments with the students in mind*. When selecting assessments, cultural relevance and English-as-a-second-language (ESL)/bilingual students should be considered. Opportunities should be identified to assess in native language and in English to compare assessments side by side. The appropriateness of English-only assessments for student who do not know English should be discussed. Also, the assessment setting, expectations, measures, and levels of readiness should be reviewed when administering assessments.

Start Early

Educators should screen and respond from the beginning to provide opportunities for students to excel. They should provide the opportunity for early learning opportunities.

With all assessments, participants shared that *data should be actionable*. Screening identifies which students may require additional support, and early universal screening provides the opportunity to *intercede and support early* on, creating more opportunities for students later and potentially less need for intervention in the higher grades. Diagnostic assessments pinpoint what additional instruction

may be required, but educators must first understand how to use the data and how to address diagnosed needs. Formative assessment drives instruction and should be used to make students visible, emphasizing what students "can do." However, teachers may require support in understanding how to design and use these informative classroom assessments. Progress monitoring shows how the student changes over the year and patterns that emerge, but knowing how to use the results and the student demographics is important. Progress monitoring should be used with students who need it (those at high risk), and appropriate pacing is the key. Also, assessment for learning should be considered; for example, a portfolio can show growth over time, and performance-based assessment can demonstrate student's skills and understanding.

Assessments should help to *understand students' abilities*. Teachers and administrators should look at growth over time over realistic timeframes rather than just student achievement of prespecified benchmarks. Change and improvement take time, so longitudinal and data from the previous year can be used to build instruction for the current year. Talking to students and providing an opportunity for both student agency in learning and student feedback can be a key driver for future student growth.

When selecting assessments and creating assessment calendars, the *cost effectiveness and use* of the assessment should be considered to ensure the data are being used and *time spent away from instruction is worthwhile*. The balance of instruction and assessment, and how much time assessments take between mandated assessments and monitoring, should also be discussed. Although evidence and data help shape instruction, assessments and reporting require time that could be devoted to instruction.

Multiple breakout groups encouraged trust in teachers' judgment on students and *empowering teachers* to meet the needs of students. This encouragement aligns with the suggestion that an overreliance on quantitative data exists, as well as a need to collect qualitative data via observation and talking to students. Caution on the overreliance on standardized assessments was also discussed as "scores can be predicted by zip code and penalize teachers" and can label kids.

Some groups emphasized using an improvement system to guide implementation or implementation science to determine the focus of literacy instruction, in which teachers intentionally plan, implement, collect data, and respond to the data in cycles, suggesting that collected data can help when making decisions and in determining change.

Data collection, analysis, and results are the *responsibility of administrators and districts*, not just of teachers. A request was made for deep analysis and consistent interpretation of data across schools, the district, and the state. A focus on data and time provided for assessing and analyzing data must occur, linking back to the *need for literacy leadership*.

Data Literacy

Teachers and administrators should learn and understand how to assess and use data to support the literacy development.

Overall, participants recognized a need for multiple measures as part of a system in which data drive instruction and ensure students' needs are being met, but this system should be developed through an equity lens.

SUMMARY ASSESSMENT AND DATA USE: Participants shared emerging needs that should be considered to support teachers and leaders becoming proficient users of assessments and data. These needs include ensuring that the right assessments are used for the students being assessed and that the time needed to conduct assessments, report data, and use data for planning is balanced against the time taken from instruction and planning. Data collected must be actionable, used to understand students' abilities, and acted on early. Educators must develop leaders for literacy who empower teachers to meet the needs of students.

Teacher Pipeline

This category includes ideas that participants shared for each stage of the teacher pipeline, including preservice teachers, in-service teachers, and teacher leaders and administrators.

One group commented, "Teachers are the silver bullet."

Teachers are the best lever for student learning, so schools must recruit high-quality candidates and both prepare and support them to be successful. Participants shared the need for the teaching profession to be elevated and, simultaneously, the need for quality teachers to enter the field through multiple pathways, including registered apprenticeships and grow-your-own programs.

Learning for All Educators

Literacy development and instruction should be part of preservice and continued professional learning for all teachers and administrators. Literacy development for students, including students with unique abilities, is the responsibility of all educators.

Overall, literacy instruction, including that for students on IEPs, ELs, and gifted learners, and the interconnectedness of student populations should be *part of professional learning for all* teachers, including preservice and in-service teachers. A robust understanding of student groups and how students were identified for these student groups must be encouraged. Some participants also mentioned having knowledge of English language development and multilingual development as key topics for professional learning; a clear need exists for educators to understand how language develops.

Also, all preservice and in-service teachers should become *data literate*. Teachers need to understand different assessments, including what they are assessing and how to administer them. They also must understand how to use the data to identify student need and inform planning.

Participants shared that *time was critical*. Educators require time to collaborate and learn; one group shared, "Teachers can't learn and teach at the same time."

Literacy *instruction should be part of, or incorporated into, teacher preparation* as it crosses all grades and content. Teacher education programs should offer multiple endorsements for

literacy and address strategies for supporting bilingual students, ELs, and students with special needs. Participants mentioned providing clinical experiences in different settings for preservice teachers to better understand the needs of student groups. Preservice teachers need an understanding of the components of literacy and developmental trajectory for literacy skills and learning tasks to support a smooth transition of students from grade to grade and to understand data literacy. Preservice teachers should know how to analyze and use data to support students. Some additional ideas for teacher preparation coursework mentioned in one breakout group included instruction on dyslexia, learning theory, and “brain science.”

Participants recognized that learning does not stop when educators enter schools and that *professional learning is a continuous process*. They shared many ideas on how to support this continuous learning process. Collaboration was a key component. Whether it be working with coaches, mentors, or specialists or participating in learning communities, an emphasis was placed on learning together and from one another. Also, educators must acknowledge that learning is ongoing; participants recognized that veteran teachers may feel a “stigma,” in that they need to “know it all.” Participants shared that *collaboration within and across grades and student populations* was necessary for teachers to learn from one another. However, they also shared that time needs to be set aside for this to happen. Participants shared ideas about mechanisms for collaboration, including peer mentoring that was nonevaluative, job-embedded mentoring, and career ladders in which teachers learn from other teachers in higher or lower grades (specifically, higher grade teachers learn more about literacy instruction from early grade teachers).

Participants shared that professional learning should be conducted with, not to, teachers. Teachers require time to understand and implement, and in the case of assessments, understand and use the data.

Although all participants agreed that literacy should be part of teacher education, opinions varied about the need for additional endorsements. The discussion of *endorsement and micro-credentialing* ranged from questions regarding whether a micro-credential was sufficient to questions regarding whether an endorsement was necessary for literacy specialists. Participants also asked to what extent focus was placed on literacy within endorsements for future and current teachers. Even though endorsements could help educators meet the unique needs of students, some burdens are associated with attaining them, including the investment of time and money.

Principals and administrators should understand literacy instruction and the literacy needs of unique students to support implementation of curriculum and practices. Leaders have a role in both evaluation of teachers and developing teacher capacity by focusing on improvement.

Participants shared that they see *leaders as instructional leaders* and believe principals must know how to *create and support systems that promote literacy instruction*. They suggested revising the evaluation system to emphasize a schoolwide focus on embracing literacy. They also highlighted that administrators must create time to collaborate with teachers on meeting the needs of unique students and to connect with teacher preparation programs. A suggestion was made to use administrative academies to build knowledge of literacy and student populations. As one group shared, they need “leaders with a vision for change and willingness to learn and lead.”

SUMMARY TEACHER PIPELINE: Participants shared emerging needs that should be considered to support continuous literacy learning for educators beginning with teacher preparation programs and continuing through developing leaders. Teachers are the best lever to address the literacy needs of students, and all teachers should be supported by leadership, including content area teachers, in becoming knowledgeable of literacy instruction and data use. Therefore, teachers need time to learn and collaborate and literacy leaders who create systems that promote literacy instruction.

Guidance and Support

Most feedback focused on literacy instruction and support for educators, but some common themes also stretched outside the school or district level. Guidance and support include ideas participants shared that speak to the systems of support.

Participants expressed a need for *alignment of standards, policy, and practice* from birth to grade 12 with an emphasis on understanding the trajectory of learning and skills. Early learning is a key time for literacy development. Investment in supporting students from birth through grade 3 will contribute to later success. As students progress through elementary school, their needs for literacy instruction and intervention change. Literacy is part of learning for all grades and all content areas, although the needs of students vary across the grades and disciplines. In addition to the standards, a need exists for a continuum or progression of skills, practices, and interventions to support understanding of the trajectory of literacy development. This continuum can help in identifying skills students must develop and those students have mastered; it can also help in identifying “early warning signs” so that students receive supports sooner.

Many groups discussed *mandates and legislation*. One suggestion was to have phased implementation for policy. Another consideration involved mandates for newcomers and long-term bilingual students. Participants shared a concern that accountability measures are punitive, and kids require time to show growth. Emphasis was also placed on communicating

new reforms so that educators have time to implement them before evaluation. Participants suggested that the state take a greater role in supporting districts and shared ideas such as developing a statewide literacy plan or blueprint, establishing a literacy department or literacy director within ISBE, or creating a framework for instruction that includes comprehensive supports. However, even though some groups advocated for the state to take a bigger role, others advocated for autonomy for schools to make decisions and shied away from “top-down” mandates.

Funding

Leaders should consider how to fund the investment in curriculum, instruction, and professional learning needed to support literacy learning.

Another issue highlighted was *available funding* and a need to invest in opportunities and teachers, especially with the federal relief dollars that will be exhausted. Many groups mentioned investing in induction, mentoring, and continued coaching to support teacher preparation and continuous learning. Participants expressed the value of literacy

coaching and recommended allocating monies to fund literacy coaches or specialists for all schools. In addition, they recommended that existing instructional coaches receive the opportunity to learn and understand literacy instruction. Participants shared that high-quality professional learning and consultants are expensive, as is supporting ongoing embedded professional learning on key literacy topics.

Multiple groups also suggested providing funding and opportunity for all students to participate in early childhood education and that an investment be made in preschool for all and full-day kindergarten. Another idea that surfaced was increasing Title I, II, and III funding. One theme reoccurred throughout the meeting: Funding is limited and may be needed for curriculum, materials, support, assessment, and implementation.

An additional concern regarding funding was the need to bring diverse voices to the discussions on funding and legislation. Participants recommended that those in decision-making roles ensure that stakeholders who represent different student populations, communities, and roles participate in the conversations.

SUMMARY GUIDANCE AND SUPPORT: Participants shared emerging needs that should be addressed through policy or guidance. Participants expressed that standards, policy, and practice be aligned from birth to grade 12 to support understanding of the trajectory of skills. They expressed a need for considering mandates and policy on literacy guidance and suggested potential policy to consider. They also shared that funding should support literacy initiatives.

Future Considerations and Enduring Questions

The purpose of the Literacy Summit was to listen to the perspectives of diverse stakeholders to better understand the supports and resources necessary to ensure that all Illinois students have access to and are effectively supported in literacy development. The purpose of this report is to summarize the discussions across breakout groups and to identify emerging themes and needs shared by participants. Although the report summarizes the full discussion, the emerging needs are highlighted at the end of each section. When looked at holistically, the emerging needs include the following:

- **High-Quality Curriculum and Materials:** Teachers and schools want flexibility in selecting research-based curriculum that addresses the essential components of literacy instruction, including oral language. Curriculum, materials, and instruction must be accessible, culturally relevant, diverse, and evidence based.
- **Literacy Teachers and Leaders:** Literacy development for students, including students with unique abilities, is the responsibility of all teachers, crossing grades, student populations, and content areas. Literacy leadership should create and support the systems for this instruction and should address mindset, bias, and beliefs that may negatively impact student learning. Teachers are the best lever to impact student learning.
- **Professional Learning Opportunities:** Literacy learning for educators is continuous, and opportunities need to be ongoing and collaborative. Educators and leaders need access to, and training on, high-quality interventions and assessments. They must understand how to collect and use data to support student learning as early as possible. Educators also must understand the student groups and learners they teach.
- **Instructional Design:** Literacy instruction needs to be systematic and explicit and to provide opportunities for oral language and writing development. Systems of support should help teachers individualize, scaffold, and differentiate instruction and ensure students have access to the regular curriculum. Therefore, educators must understand the trajectory of literacy development, and standards, policy, and practice should be aligned birth–grade 12.
- **Connection:** Relationships with family, community, and leadership matter and should be prioritized by educators.

- **Time and Funding:** This work takes time and financial support. Educators require time to learn, time to plan, and time to implement. Literacy initiatives need continued financial support for implementation.

At the end of the day, many participants were left with questions, which ranged from “how does this work continue to get done?” to “what does research say about doing it?” These questions, such as those in the following focus topics, may be used to determine next steps:

- **Mandates and legislation:** Is legislation the right tool for making policy decisions regarding literacy? Will legislation solve the literacy issues? How can we get more teachers heard? How do we get teacher equity across the state? If a school or teacher is successful, do they need to follow regulations?
- **Implementation:** What does research have to say about translating research into implementation for language, literacy, and writing? How do we do it all with fidelity? What can we learn from other countries? What role does ISBE plan to play in ensuring implementation of effective literacy practices across the state? Are we making decisions for teachers or for students?
- **Limited time and resource:** How will educators determine what should be added and what should be removed? How do they know which practices are effective versus ineffective? What is the cost–benefit analysis for initiative and reform? How can we align statewide literacy need (i.e., culturally responsive resources) with funding?
- **Student need:** How can we make explicit the intersections between language and culture? How can we create spaces to explore and question practices that may not work with all populations?
- **Literacy Summit:** How do we gather all the ideas from the summit and translate them into something meaningful for legislation? What perspectives were missing from the summit? Are we making decisions for teachers or students?

ISBE took the first step in gathering diverse voices into one room to discuss the literacy needs of all Illinois students, including support for teachers and the systems that need to be in place to make learning happen. Participants overwhelmingly appreciated the opportunity to connect with colleagues from across Illinois to discuss how to support literacy learning. Potential next steps that surface from these conversations for ISBE to consider include creating guidance to support literacy instruction, providing funding for initiatives, continuing to convene stakeholders for literacy discussions, and addressing literacy instruction for preservice teachers and supporting in-service teachers.

Appendix A: Agenda

Literacy Stakeholder Engagement Meeting

Date and Time Tuesday, October 25, 2022, 8 a.m.–4:30 p.m.

Location Illinois State University Alumni Center
1101 N. Main St., Normal, IL 61761

Meeting Objective Through hearing the perspectives of stakeholders, understand the supports and resources necessary to ensure that all Illinois students have access to and are effectively supported in literacy development.

Agenda

Time	Discussion Items
8:00–8:30 a.m.	Registration
8:30–8:45 a.m.	Opening Comment
8:45–9:45 a.m.	Panel Discussion: Big Picture of Literacy Instruction
9:45–10:45 a.m.	Breakout Session: First Thoughts » Guiding Question: What are the essential components and instructional practices that should be addressed in literacy to meet the literacy needs of each child in Illinois schools?
10:45–11:15 a.m.	Gallery Walk
11:15 a.m.–12:15 p.m.	Breakout Session: Special Populations » Guiding Question: How are we ensuring that the literacy needs of children with unique assets (e.g., English Learners, Gifted Children, Children with IEPs) are being met?
12:15–12:30 p.m.	Gallery Walk

12:30–1 p.m.	Lunch
1:00–2 p.m.	Panel Discussion: Implementation Support
2:00–3:15 p.m.	Breakout Session: Implementation Support » Guiding Question: What are the supports, non-negotiables, and other aspects of implementation essential as we move forward?
3:15–3:45 p.m.	Gallery Walk
3:45–4:15 p.m.	Breakout Session: Final Thoughts
4:15–4:30 p.m.	Next Steps

Appendix B: Stakeholder Organizations

- Advance Illinois
- Advisory Council on Bilingual Education
- Advisory Council on the Education of Gifted and Talented Children
- Avoca ESD 37
- Belvidere School District 100
- Bremen High School
- CCSD 21 Wheeling
- CCSD 59
- CCSD 89
- Chicago Public Schools
- CSD 99
- CUSD 200
- Diamond Lake Middle School
- Early Childhood Bilingual Advisory Committee
- East St. Louis District 189
- ED-RED
- Erikson Institute
- Glenview CCSD 34
- Governors State University
- Illinois Association for Career and Technical Education
- Illinois Education Association
- Iles School
- Illinois Association of Teacher Preparation Education
- Illinois Federation of Teachers
- Illinois Principals Association
- Illinois Resource Center
- Illinois State University
- Lake Forest College
- Latino Policy Forum
- Legal Council for Health Justice
- Lewis University
- Literacy for Life LLC
- Lyons ESD 103
- Manteno CUSD No. 5
- Naperville CUSD 203
- National Louis University
- Olivet Nazarene University
- Plano District #88
- Prairie Hills Elementary School District #144
- River Forest Public Schools, District 90
- School District U-46
- SCOPE/LEND/IHSDO
- Stand for Children - Illinois
- Stanford University
- Teach Plus Illinois
- University of Illinois at Urbana-Champaign
- University of St. Francis
- Urbana SD 116
- Wood Dale School District 7

Appendix C: Panel Bios

Literacy Summit 2022 Panelists

Laurie Elish-Piper, PhD – Northern Illinois University

Laurie Elish-Piper is dean of the College of Education at Northern Illinois University where she also holds the titles of Distinguished Engagement Professor and Distinguished Teaching Professor. She previously served as a professor of reading education and the director of the Jerry L. Johns Literacy Clinic where she taught courses in literacy assessment. Under her leadership, the College of Education has implemented innovative and accessible educator preparation programs in partnership with school districts and community colleges to serve the region and address the teacher shortage. Her scholarship addresses reading education, teacher preparation, equity in assessment, literacy assessment, literacy coaching, family engagement, and supporting struggling readers. She has co-authored 13 books and more than 80 articles and chapters. She has served in leadership roles for professional associations, including the Association of Literacy Educators and Researchers, the International Literacy Association, and the Illinois Reading Council. She began her career as a middle school reading and language arts teacher and as an elementary classroom teacher.

Marion Friebus-Flaman, PhD – Naperville Community Unit School District 203

Marion Friebus-Flaman, PhD, is the director of Language Acquisition Services for Naperville Community Unit School District 203. In this role, she directs the district's bilingual/ESL, dual language, and world and classical languages programs of instruction. Previously, she was the principal of Thomas Dooley Elementary School for 5 years, where she directed all instructional programs and professional staff development at one of the nation's first Japanese-English dual language programs in a public school. She also lends her expertise in this field by teaching graduate courses in literacy education (English as a second language and bilingual education focus) at Northern Illinois University. Marion has presented internationally on the topic of developing academic language for multilingual learners, as well as at national conferences on multilingual program design. She has served on the Illinois English Language Learner Assessment Advisory Committee and on the Illinois Governor's Task Force on Growth Models.

Nicole Patton Terry, PhD – Florida State University

Nicole Patton Terry, PhD, is the Olive & Manuel Bordas Professor of Education in the School of Teacher Education, director of the Florida Center for Reading Research, and director of the Regional Educational Laboratory Southeast at Florida State University (FSU). Prior to joining FSU in 2018, she was an associate professor of special education and the founding director of the Urban Child Study Center at Georgia State University. At FCRR, she founded The Village—a division that takes a collective impact approach to create and maintain research partnerships with diverse community stakeholders to promote reading achievement, school readiness, and school success among vulnerable children and youth. Dr. Terry's research, innovation, and engagement activities concern young learners who are vulnerable to experiencing difficulty with language and literacy achievement in school, in particular, African American children, children growing up in poverty, and children with disabilities. Her research and scholarly activities have been supported by various organizations, including the National Institute of Child Health and Human Development, the Institute of Education Sciences, the Annie E. Casey Foundation, and the Spencer Foundation. She currently serves as

an associate editor for the *Journal of Learning Disabilities* and a board member for the Society for the Scientific Study of Reading. She is a fellow of the American Speech-Language-Hearing Association. Dr. Terry earned a PhD in communication sciences and disorders with a specialization in learning disabilities from Northwestern University in Evanston, IL. She was a special education teacher in Evanston Public Schools.

David Pearson, PhD – Stanford University

P. David Pearson, PhD, is an emeritus faculty member in the School of Education at the University of California, Berkeley, where he served as dean from 2001 to 2010. His current research focuses on literacy history and policy. He holds an appointment as a professor of the Graduate School and is the Evelyn Lois Corey Emeritus Chair in instructional science. He has been active in professional organizations, serving the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) in many capacities (including the IRA board of directors), both the National Reading Conference (NRC) and The National Conference of Research in English as president, and the American Association of Colleges of Teacher Education as a member of the board. He currently serves as the chair of IRA's Literacy Research Panel and is currently working on several projects related to the history of literacy and to literacy policy and practice. Professor Pearson received his BA in history from the University of California Berkeley, after which he taught elementary school in California and went on to complete his PhD in reading education at the University of Minnesota. He completed postdoctoral studies at the University of Texas Austin and Stanford University.

Jody Slavick, PhD – University of Colorado Boulder

Jody Slavick, PhD, is a research associate for the University of Colorado (CU) Boulder and is the director of professional development for the CU BUENO Center's Literacy Squared® team. Jody received her PhD in educational equity and cultural diversity and her MA in bilingual special education, mentored by pioneers in the field of biliteracy, including Dr. Kathy Escamilla, Dr. Susan Hopewell, and Dr. Jamy Stillman. Dr. Slavick works with educators across the country to provide guidance on literacy instruction for multilingual learners. She serves on the leadership team of the National Committee for Effective Literacy (NCEL) for emergent bilingual students. Prior to her work in academia, Dr. Slavick enjoyed a robust career in public schools working at the classroom, school, and district levels, specializing in instruction for emerging bilingual learners.

Esther Coleman-Spells – East St. Louis School District 189

Esther Coleman-Spells is an experienced educator of 23 years serving the students and peer-educators of East St. Louis School District 189. With an elementary education certification, a minor in English, and a master's in curriculum and instruction, Esther's career experiences include elementary and middle school classroom teacher, ELA instructional coach, ELA content specialist, ELA instructional facilitator, and ELA academic interventionist. These positions have provided opportunities to lead ELA curriculum development, textbook adoptions, provide transitional instruction support after the adaptation of the SAT, support teachers in essay writing instruction after the adoption of Common Core in preparation for PARCC Performance Tasks, and a host of additional fulfilling opportunities in the area of professional development training.

Appendix E: Facilitator Protocols

Facilitator Agenda

Meeting Objective: Through hearing the perspectives of stakeholders, understand the supports and resources necessary to ensure that all Illinois students have access to and are effectively supported in literacy development.

Roles

- **Table Facilitators:** Each table will have a facilitator. The role of the facilitator is to support breakout discussions. Each discussion has a protocol to guide the discussion and provide opportunity for all stakeholder to provide feedback. However, facilitators should be prepared to ask probing and follow-up questions; some potential questions have been provided.
- **Notetakers:** Each table will have a notetaker. The role of the notetaker is to gather the feedback from the stakeholders. The notes will be used to create the final report, so this role is critical to ensure accurate information is gathered.
- **Leadership:** Both ISBE and Region 9 will have leaders that have helped plan the event and can support tables as necessary. Leadership will be available for questions and can join a table group if needed.

8:00–8:30 Registration

8:30–8:45 Opening (Dr. Ayala)

8:45–9:45 Nation Panel Discussion: Big Picture of Literacy Instruction

Panel questions

1. Briefly tell us a bit about your work with literacy.
2. What do you find to be the most important trends in literacy education in the past 20 years?
3. What are some of the misnomers around the “science of reading”? What successes and challenges have you seen with states addressing the science of reading?
4. In your work in/with/around school districts, what are 1 or 2 lessons learned in terms of translating research into practice that support the literacy development of all children?
5. What are some promising practices worth sharing for preparing teachers to provide effective literacy instruction to all students? How well do these cultural and linguistic practices translate to ongoing professional learning for practicing teachers?

6. What is one thing you wanted to make sure that was shared today that hasn't been shared?

9:45–10:45 Breakout Session: First Thoughts

Discussion protocol (Participants use Handout #1)

Facilitator: Use the protocol to drive instruction. Ask follow-up questions where needed.

Notetaker: Capture participant ideas on chart paper.

1. (3 minutes) Review the norms for discussion:
 - Start and end on time
 - If you think it, say it
 - Group consensus = group support/collaborative engagement (agree to commit)
 - Be open and respectful to diverse viewpoints (assume positive intentions)
 - One person speaks at a time (Monitor your airtime and use Level 2 listening)
 - Be present and actively engaged for the entire session (No cell phones, email, side conversations during the meeting time)
 - Take care of your own needs
 - START each meeting with appreciations lighten up and have some funEnd each meeting with intentions/next steps
2. (5 minutes) Ask participants to **write** initial response to the first question: "What are the essential components and instructional strategies that should be present in classrooms and addressed through preparation coursework?"
 - Participants can respond by grade or by grade band
3. (10 minutes) Round-robin: Ask participants to each share one suggestion from their writing and their reason for adding it to the list. Provide time for each participant to contribute then ask if anyone has anything that does not appear on the list that should be added.
4. (5 minutes) Ask participants **write** response: "Considering what was shared in response to the previous question, what big ideas or themes are emerging? What additional questions, ideas, or concerns does this spark?"
5. (15 minutes) Round-robin: Ask participants to share the themes and big ideas they notice. Allow each participant to share, and then provide time for them to respond to one another. Probing questions:
 - Do the ideas span grades or are some aligned to certain grade bands?
 - Should any of these pieces be grouped together? Broken down more?
6. (12 minutes) Round-robin: Ask participants to share any additional questions they have. Discuss any ideas participants might have to start answering these questions. Probing questions:
 - What is still outstanding as far as essential components and instructional strategies?
 - Do you need more information on some of the themes or big ideas?

7. (5 minutes) Final thoughts: Allow each participant 30 seconds to share any ideas they felt were left out of the conversation.
8. (5 minutes) Written response: Poll/survey for the session including the opportunity to add anything they didn't get the opportunity to share.

10:45–11:15 Gallery Walk

Leadership: Please take the next 20 minutes to visit the different table groups and review their ideas. As you review them, consider what are you noticing across tables? What information do you need to bring back to your table group? Also, consider this a stretch break if you need to step away for a moment.

11:15–12:15 Breakout Session: Special Populations

Discussion protocol (Participants use Handout #2)

Facilitator: Use the protocol to drive instruction. Ask follow-up questions where needed.

Notetaker: Capture participant ideas on chart paper.

Breakout group protocol (Each participant has a handout)

1. (5 minutes) Participants **write** initial response: How are we ensuring that the literacy needs of children with unique assets are met (e.g., English Learners, Gifted Children, Children with IEPs, and the like) are being met?
 - Participants can respond by student group or in general.
2. (20 minutes) Round-robin: Participants each share one suggestion from their writing. Provide time for each participant to contribute then ask if anyone has anything that does not appear on the list that should be added. Notetaker keeps track of ideas on chart paper.
3. (5 minutes) Participants **write** initial response: "How do we know which strategies are working for students with unique assets (e.g., data/metrics)? What systems need to be in place to support them (e.g., MTSS, differentiation, progress monitoring, and the like)?"
4. (20 minutes) Round-robin: Share the strategies and systems and explain why this will support our students. Allow each participant to share, and then respond to one another. Use the following probing questions:
 - How are we measuring success?
 - What evidence has been collected?
 - What evidence or data should be collected? How often?
 - What shifts are being made or should be made?
5. (5 minutes) Final thoughts: Allow each participant 30 seconds to share any ideas that they feel were left out of the conversation.
6. (5 minutes) Written response: Poll/survey for the session including the opportunity to add anything they didn't get the opportunity to share.

12:15–12:30 Gallery Walk

Leadership: Please take the next 10 minutes to visit the different table groups and review their ideas. As you review them, consider what are you noticing across tables? What information do you need to bring back to your table group?

12:30–1:00 Lunch

1:00–2:00 State Panel (with some conversation focused on implementation)

Panel questions

1. Briefly tell us a bit about your work with literacy.
2. What conditions and supports are necessary for a policy to translate into effective instructional shifts in classrooms across the state?
3. What are specific culturally and linguistically responsive practices important to include when first thinking about **implementation**?
4. In your work in/with/around school districts, what are 1 or 2 lessons learned in terms of translating research into practice that support the literacy development of all children?
5. What is one thing you wanted to share today that hasn't been shared?

2:00–3:15 Breakout Session: Implementation

Discussion protocol (Participants use Handout #3)

Facilitator: Use the protocol to drive instruction. Ask follow-up questions where needed.

Notetaker: Capture participant ideas on chart paper.

Breakout group protocol (each participant has a handout)

1. (5 minutes) Participants **write** initial response: "From your perspective or position, what are the essential resources needed to support implementation of effective literacy practices and relevant content in classrooms"
 - Participants can respond by grade, by grade band, or student group
2. (10 minutes) Round-robin: Participants each share one suggestion from their writing. Provide time for each participant to contribute then ask if anyone has anything that does not appear on the list that should be added. Notetaker keeps track of ideas on chart paper.
3. (5 minutes) Participants **write** initial response: "When looking at the list do you notice any themes or big ideas emerging? What additional questions does this spark?"
4. (15 minutes) Round-robin: Share the themes and big ideas you notice. Allow each participant to share, and then respond to one another. Probing questions:
 - Do the ideas span grades or are some aligned to certain grade bands?
 - Do the ideas cross all students or align to some student groups?
 - Should any of these pieces be grouped together? Broken down more?
5. (15 minutes) Round-robin: Share any additional questions you have. Discuss any ideas participants might have to start answering these questions. Probing questions:

- What is still outstanding as far as implementation support?
 - Do you need more information on some of the themes or big ideas?
6. (5 minutes) Final thoughts: Allow each participant 30 seconds to share any ideas they felt were left out of the conversation.
 7. (5 minutes) Written response: Poll/survey for the session including the opportunity to add anything they didn't get the opportunity to share.

3:15–3:45 Gallery Walk

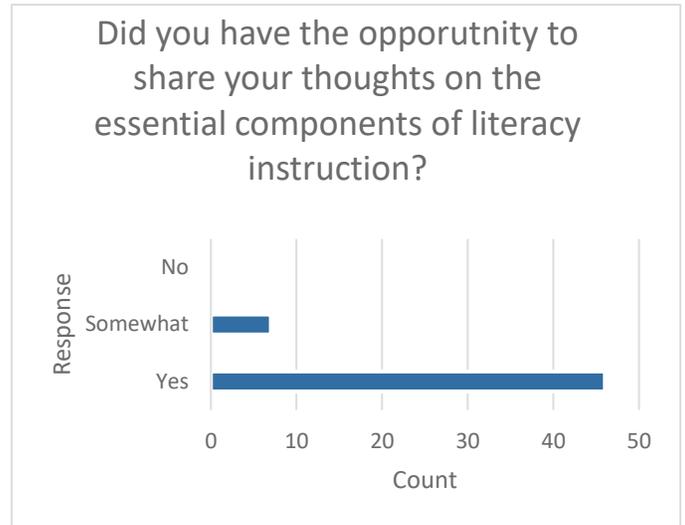
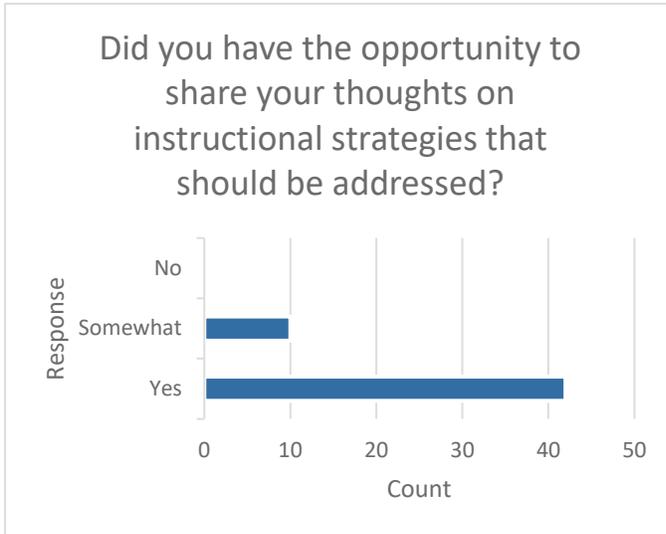
Leadership: Please take the next 25 minutes to visit the different table groups and review their ideas. As you review them, consider what are you noticing across tables?

3:45–4:15 Final Thoughts

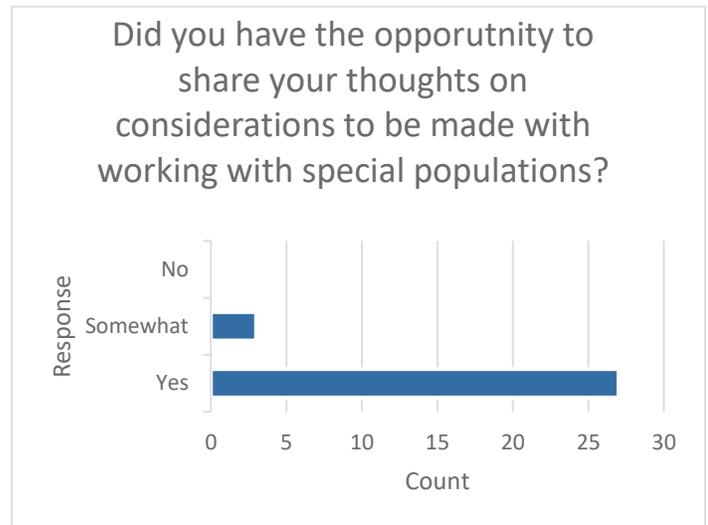
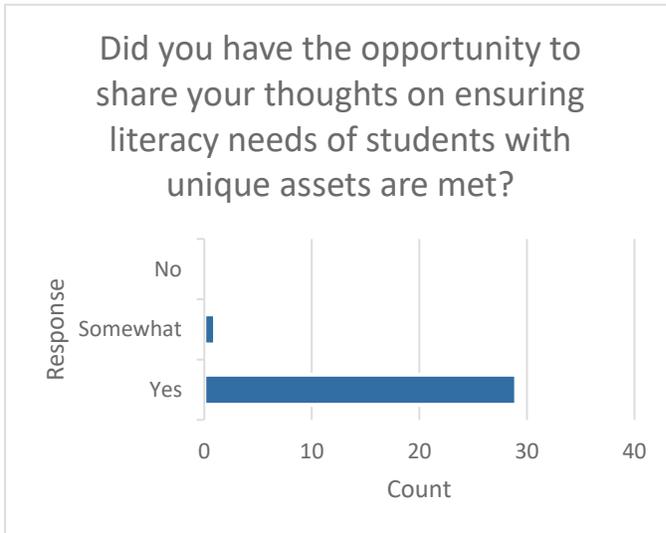
4:15–4:30 Next Steps

Appendix F: Mentimeter

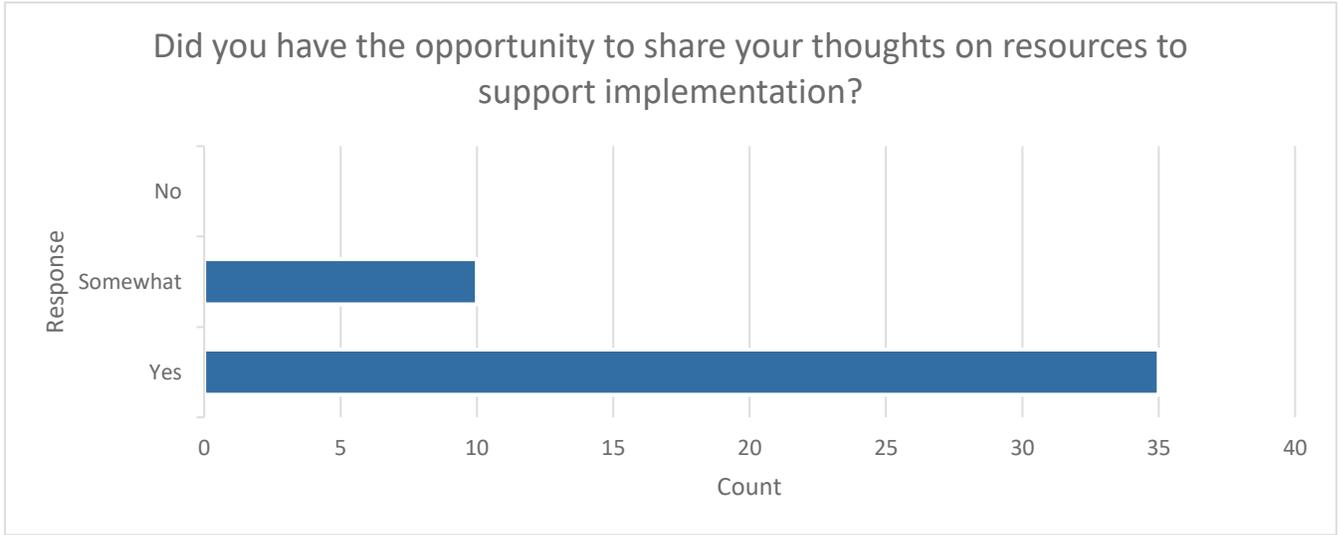
Breakout 1 Feedback



Breakout 2 Feedback



Breakout 3 Feedback



Appendix G: Cross-cutting Issues

Cross-cutting Issues

Some suggestions were literacy specific. Others impacted literacy development of students but were a more industry-wide issue. For example, the following considerations were mentioned, but they are not unique to literacy achievement:

- Shortage of substitute teachers for professional development
- Recruiting and retaining teachers of color
- Recruiting students into teaching profession
- Supporting National Board Certification for teachers
- Balancing need for change with teacher burnout
- Funding professional development with limited funding and resources
- Training school board members to understand data
- Class size disparities
- Safe schools
- American Rescue Plan funding is short term, and new initiatives may not be sustained
- Looking at accountability measures and who is held accountable
- Allowing teachers time to implement instead of pivoting partway through implementation (implementation takes time)
- Collaborating between Regional Offices of Education and districts, within districts, among ISBE, communities, and families
- Creating exemplar or cohort schools to identify what works and build support
- Looking at different structures or schedules to provide opportunities for teachers and students to learn
- Creating an environment to support embracing change

Although these issues are not solely literacy ones, addressing them does impact student literacy learning.

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