

Monitoring Progress and Leveraging Resources

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Session 8

Meet the Presenters

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Housekeeping

- Please complete the registration form for this event.
- Today's slide deck can be accessed here:
- All resources are available in a [our shared folder](#) and archived on ISBE's [Illinois Comprehensive Literacy Plan webpage](#) after each session.



Illinois has an **urgent** and **collective responsibility** to achieve **educational equity** by ensuring that **all** policies, programs, and practices **affirm** the **strengths** that each and **every child** brings within their **diverse backgrounds** and **life experiences**, and by delivering the comprehensive **supports, programs, and educational opportunities** they need to **succeed**.

ISBE Equity Statement



Shared Norms

Empower

Stay future-focused, work toward solutions, and promote progress in every discussion.

Engage

Actively participate by sharing feedback and interacting in both the chat and small groups.

Uplift

Encourage diverse perspectives, provide space for everyone to share their ideas, and embrace discomfort to foster growth.

Unite

Foster a sense of togetherness and openness, ensuring full participation. Make your video available if possible.

Mark Your Calendars: 2024-2025 Capacity Builders

- 10/17/24 Session 1: Overview of the Series and Illinois Comprehensive Literacy Plan
- 11/14/24 Session 2: Understanding Literacy Data
- 12/5/24 Session 3: Making Sense of Data Overload
- 1/23/25 Session 4: Local Control and Data Utilization
- 2/13/25 Session 5: Evaluating Curriculum and Instructional Practices
- 3/13/25 Session 6: Key Literacy Strategies and Concepts
- 4/10/24 Session 7: Assembling and Leading a Literacy Team
- 5/8/25 Session 8: Monitoring Progress and Leveraging Resources
- 6/5/25 Session 9: Writing



Agenda

1

Overview of ICLP
Goal 3: Create &
Sustain Equitable
Literacy
Instruction

2

Analyze
Practices

3

Monitoring
Your
Literacy
Plans

GOAL 3: Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

Objectives	Action Steps	Team Member Responsible	Timeline
1: Equity Training	Action Steps -		
2: Data-Informed Decision Making	Action Steps		
3: Policy Development	Action Steps -		
4: Collaborative Leadership	Action Steps -		
5: Continuous Improvement	Action Steps		

Continuous improvement

Data-informed
decision making

Collaborative
leadership

Policy
development

Equity development

Maintaining an Equity-Focused Lens

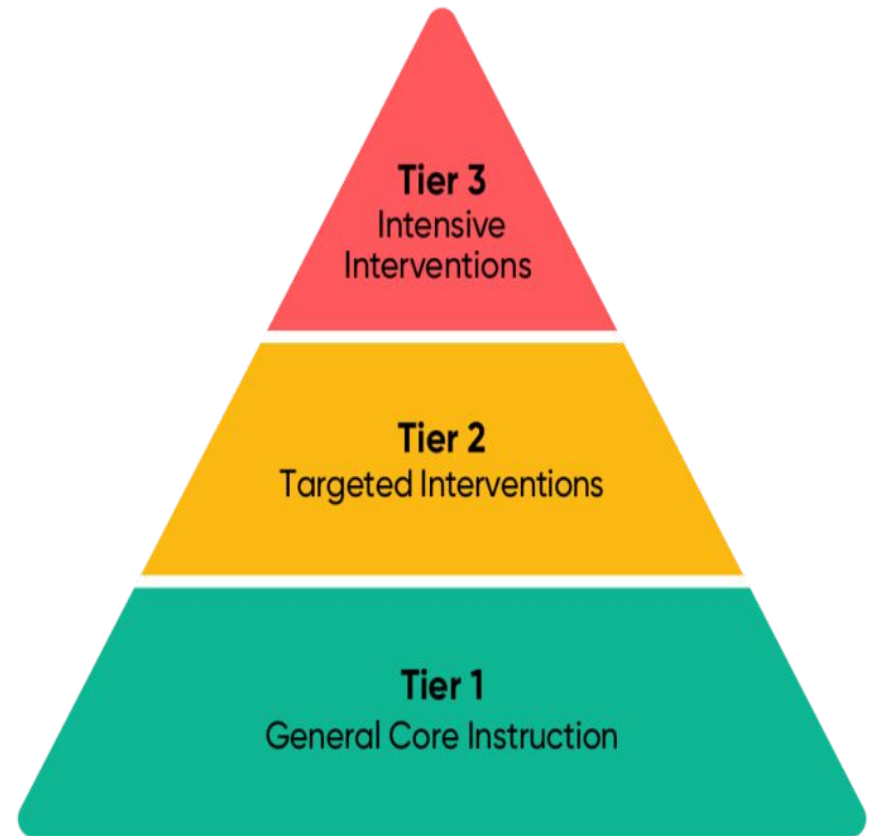
Equity

Giving everyone what they need to be successful.

Equality

Treating Everyone the Same.

Note: ***Equality** aims to promote fairness, but it **can only work if everyone starts from the same place and needs the same levels of support.***



Maintaining an Equity-Focused Lens

Cultural Responsiveness

The deliberate recognition and inclusion of all forms of student diversity as a pool of resources from and toward which curriculum, instruction, and all aspects of school policy should be designed.

In practice, it means the alignment of curriculum and instruction with students' backgrounds, life experiences, and cultures.

(ICLP, 2024, p. 183)

Asset Pedagogies

Resource: [Asset Pedagogies](#)
(Tondreau & Rabinowitz, 2025)

Culturally Relevant (Ladson-Billings, 1992; 1995)	Culturally Responsive (Gay, 2010)	Culturally Sustaining (Paris & Alim)
<ul style="list-style-type: none">• Academic Success (instead of behavior and classroom management)• Cultural Competence (instead of cultural assimilation)• Sociopolitical Consciousness (instead of school-based tasks with no out-of-school application)	<ul style="list-style-type: none">• Maintaining high expectations for all students• Bridging any gaps between home and school practices• Aiming to educate the whole child• Identifying and leveraging student strengths• Engaging students' cultural knowledges, practices, perspectives, and experiences• Critically questioning normative schooling practices, curriculum, and assessments	<ul style="list-style-type: none">• Disrupting whiteness, ableism, patriarchy, homophobia, and other dominant systems of oppression• Recognizing culture as complex, intergenerational, constantly shifting, and situated in local communities• Engaging in loving critique and critical reflexivity of our actions and beliefs• Imagining, sustaining, and revitalizing a more socially just, pluralistic society• Take up joy and love alongside pain• Sustaining and reviving the lives and spirits of young people

Defining Literacy Instruction

Effective Literacy Instruction

Evidence-Based Practices: Individual & Collective Practices

AND

Equity-Focused Lens: Intentional Cultural Responsiveness through Asset Pedagogies

Equity

Discuss in breakout rooms:

- What professional learning have you and your colleagues engaged with around equitable literacy instruction?
 - What were your takeaways from that experience?
- What factors do you look for to identify inequities in literacy instruction?
- In what ways are families and community members involved in the decision-making around equitable literacy instruction?

Collaborative Literacy Leadership

Leaders capacity to lead for literacy begins with a solid base of knowledge and expertise. At its core, effective leadership in literacy instruction is about creating an environment where every student has the opportunity to become a proficient reader and a skilled communicator.

ICLP, p. 131

Collaborative Literacy Leadership

Literacy Leader Responsibilities:

- Maintain and uphold the current standards and practices in literacy instruction.
- Develop a forward-looking vision for the institution, focusing on achieving literacy excellence.
- Possess a comprehensive understanding of the key processes and practices essential for literacy success.
- Inspire and motivate teams to work collaboratively towards common literacy goals.
- Organize and lead teams in a cohesive manner, ensuring aligned efforts towards improving literacy outcomes.
- Manage and coordinate support and resources for effective implementation of literacy programs and initiatives

Collaborative Leadership

- What factors contribute to collaborative literacy leadership in your local context?
- In light of these factors, what next steps are you considering to develop a collaborative literacy leadership team that represents diverse expertise and perspectives?

ICLP Policymaking

Policy

A policy is a deliberate system of guidelines to inform decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or protocol.

Mandate

An official order or commission to do something.

Expectation

A belief that someone will or should achieve something (actual/perceived).

Policymaking & Development

- What policies are in place in your district to guide equitable literacy instruction?
 - How do these policies shape what happens in classrooms?
 - In what ways do you solicit feedback from teachers around these policies?
- To what extent have you examined them for equity or lack thereof?
- What are policies not in place that should be?
- How can the decisions you make in your building influence or expand upon those policies?

Data-Informed Decision Making

Leaders equipped with a deep understanding of effective evidence-based literacy instruction (see Section 1: Framework for Effective Evidence-Based Literacy Instruction) are poised to make well-informed decisions. They should have **knowledge of evidence-based practices** and **literacy development** and know where to look for guidance in sources such as **trustworthy professional organizations, national centers**, etc. ([ICLP](#), p. 132).

Action Steps

- Equip leaders with the skills to analyze literacy data effectively and use it to inform decision-making processes.
- Implement systems for collecting and reviewing data on literacy outcomes, instructional practices, and resource allocation. ([Literacy Plan Template](#), p. 6)

Evidence-Based Instructional Practice Resources

Reputable sources for Identifying Evidence-Based Instructional Practices

- [What Works Clearinghouse](#)
- [WIDA](#)
- [International Literacy Association](#)
- [National Council for Teachers of English](#)
- [Iowa Reading Research Center](#)
- [Florida Center for Reading Research](#)
- [Reading Rockets](#)
- [AdLit](#)
- [Reading Universe Taxonomy](#)
- [Colorin Colorado ELL Classroom Strategy Library](#)
- [The Dyslexia Handbook](#) - Ch. 7
- [UFLI Foundations Toolbox](#)
- Partnerships with Universities

Unvetted sources for Identifying Evidence-Based Instructional Practices

- News Media (newspapers, podcasts, blogs)
- Social Media (Facebook, TikTok, X)
- For Profit Companies
- Advocacy Organizations
- Teachers-Pay-Teachers
- Pinterest

Data-Informed Decision Making

- How do you collect data on the instructional practices and professional knowledge in your school?
- How do you know what teachers need?
- What kinds of decisions are you responsible for making in your school/district and how are they related to literacy instruction?

Continuous Improvement

The field of literacy is ever evolving, characterized by regularly emerging research and practices. Leaders with expertise in literacy instruction understand the necessity for ongoing learning and improvement. They **establish a culture of continuous professional development and growth**, underpinned by a commitment to improvement science. Improvement science is a systematic approach that seeks to understand and improve educational practices through iterative testing and **refinement in various contexts**. It involves recognizing the variability of practice implementation and emphasizes continuous monitoring and adaptation to optimize educational outcomes in specific environments. ([ICLP](#), p. 132).

Action Steps

- Establish systems for ongoing monitoring and evaluation of literacy initiatives.
- Regularly review data on student outcomes, instructional practices, and stakeholder feedback to identify areas for improvement.
- Use data to make informed decisions and adjust strategies as needed to ensure continuous improvement in literacy instruction and outcomes.

([Literacy Plan Template](#), p. 6)

Continuous Improvement

- While continuous improvement is an approach ideally applied to all aspects of an organization's functioning, let's start by choosing one area in which your organization is strong in this way. What makes you say that? What can you learn from it and apply to literacy instruction?
- What are a few first steps you can take to strengthen your district's approach to a continuous improvement model around literacy learning?

Evaluation

Evaluation | Session 8: Monitoring Progress and Leveraging Resources



Please complete the evaluation form for this session:

<https://forms.office.com/r/NzNaTWpGMH>

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Questions



thank you