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| Who should be included in this work and on the team?  In your School or LEA level you will develop your own selection criteria and determine the roles and functions of your team. Some members you may want to consider will include the following:   * LEA Curriculum Leadership * LEA EC Leadership (Director/Coordinator/Program Specialist) * MTSS Coordinator * Building Level Administrator\* * Literacy Coach * EC Teacher * General Education Teacher * Interventionist | Stage 1 (Exploration): [Link to Guidance Video](https://tinyurl.com/LTPLANVid)   * Review current data to begin to analyze adolescent literacy needs with your identified Literacy Leadership Team (LLT). Use as many data sources as possible including giving an Adolescent Literacy Survey such as one that includes the questions in the adolescent literacy folder. You need to have a literacy profile of your school and determine the readiness for implementation. (Data sources could include: Parent, Teacher and Student Surveys, student work samples, EOG, Benchmark data, screening data, diagnostic data, historical data such as DIBELS, TOSCRF, CORE Assessments, formative and summative data etc.) * District/building Adolescent Literacy Leadership Team (LLT) will attend *Adolescent Literacy Overview* (*AL Overview*) together. Prior to attending to prepare for the planning portion of the professional development the team should address the ideas on page 2 of the planning tool and send to their regional consultant for registration. * LLT will begin to use their data and information generated on page 2 to draft an adolescent literacy implementation plan (include a timeline, benchmarks, focus schools, teachers and students, communication plan [(Communication protocol example)](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/AIHub-Handout8-CommunicationProtocolWorksheet.pdf) and follow-up coaching capacity) during the *AL Overview* day. Be ready to consider all implementation driver components: *Competency, Organization and Leadership*. Key stakeholders vet initial draft of practices to implement. Continue to build capacity by sending stakeholders to regional mini-institutes each year. * Based on the identified needs, Adolescent Literacy District Team and LLT will identify staff to implement evidence- based instruction that addresses the identified needs from the student and district data. Who will be the initial teachers to implement adolescent literacy instruction to target areas of need and build your district capacity (identify by name, grade level, content area etc.)? (Evidence Based Practice Support could include programs such as: SPIRE, Language!, Fusion, Wilson, Strategic Instruction Model (SIM Strategies), Xtreme Reading, etc.)   Stage 2 (Installation):   * Teachers and staff attend identified professional development identified in bullet four of stage one. A [Plan, Do, Study, Act Improvement Cycle](http://implementation.fpg.unc.edu/module-1/improvement-cycles) (navigate to link with description and supporting resources) for detection of strengths and gaps with first cohort of implementers based on data and evidence indicated above (operationally define who, what, how plan will be implemented and the impact of the implementation). |

Guiding Questions for Readiness

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| ***Members and roles of adolescent literacy leadership team who will attend the Regional Adolescent Literacy Overview for planning (In order to attend you need a team and at least one school or building level administrator must attend):*** | List names, roles and emails of participants who will be attending the adolescent literacy overview: |
| What do our literacy instructional practices look like now with our students in grades 4-12? What are our evidences and outcomes? |  |
| Are we satisfied with how it looks and our student outcomes? Describe why or why not. (Complete Readiness Surveys with all stakeholders. Bring back results of surveys hexagon tool information and data to discuss with team readiness of implementation) |  |
| What would we like our adolescent literacy instruction to look like considering need, fit, resources, evidences, readiness and capacity ([Hexagon Tool](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf) please bring to the Adolescent Literacy Overview Day). |  |
| What would we need to do to make instruction produce our desired outcomes? How often does your team discuss literacy? |  |
| How will we know if we’ve been successful with our adolescent literacy instructional practices we are implementing? |  |
| What can we do to sustain consistent instruction in adolescent literacy skills after the professional development? |  |
| What can we do to make our evidence-based instructional practices more efficient, sustainable, impactful & durable? Describe the coaching and follow up that will occur after the professional development. |  |

**Please complete and email to your regional Literacy Consultant.**

***Region 1 Northeast*** – Bridget Bilbro, Literacy Consultant, Bridget Bilbro, [bridget.bilbro@dpi.nc.gov](mailto:bridget.bilbro@dpi.nc.gov)

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***Regions 3 and 4 North Central and Sandhills*** - Literacy Consultant, Laura Dendy, [laura.dendy@dpi.nc.gov](mailto:laura.dendy@dpi.nc.gov)

***Region 5 Piedmont Triad*** – Literacy and Math Consultant, Marty Erskine, [marty.erskine@dpi.nc.gov](mailto:marty.erskine@dpi.nc.gov)

***Region 6 Southwest*** – Literacy and Math Consultant, Teri Queen, [teri.queen@dpi.nc.gov](mailto:teri.queen@dpi.nc.gov)

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