

FCRR Journey to Literacy and Leadership Professional Learning Series

Guided by the *Roadmap to Implementing Evidence-Based Practices* developed by the Regional Educational Laboratory (REL) Southeast and the *Lead for Literacy Framework* developed by the Lead for Literacy Center, these sessions were developed to help principals and other school-based leaders implement evidence-based and evidence-informed literacy practices in their schools and classrooms. Effective school leaders understand the importance of working collaboratively with teachers, coaches, and other professionals in the school and in the community to create environments that effectively support literacy learning for all students. These sessions are designed to support school leaders in building the capacity of teachers and coaches to implement evidence-based literacy practices to improve student learning and achievement. Each session includes an evidence-based or evidence-informed tool or resource that can be used immediately to support school-based leaders. Each 90-minute session is followed by 90 minutes of collaborative applied activities at your school site, for a total of approximately 24 hours of professional learning.

Overview of Literacy and Leadership Sessions

Session	Objective	Tool	Length	Florida's Educational Leadership Standards
1	Why Leadership and Literacy?	Overview of the Roadmap to Implementing Evidence-Based Literacy Practices & Lead for Literacy Framework	90 minutes	FELS.1. c,d FELS.3. b,c,f FELS.4. a,b,c FELS.5. c FELS.7. a,b,c
2	The Science of Reading	What Works Clearinghouse (WWC) Practice Guides & Literacy Mission, Vision, & Goals	90 minutes	FELS.2. a,b,c,d,e FELS.3. b,c,d,f FELS.4. b, c FELS.5. c
3	Understanding and Evaluating Evidence-Based Practices	FCRR Reading Program Repository, WWC, Evidence for ESSA & National Center for Intensive Interventions Tools Charts	90 minutes	FELS.3. d,f FELS.4. b,c
4	Using Your Implementation Team	School Leader's Literacy Walkthrough Tool, Self-Study Process & REL Self-Study Guides	90 minutes	FELS.2. a,b,c,d,e FELS.4. b,c,d,e,f,g FELS.5. b,c,d FELS.7. a,b,c
5	Creating a Logic Model for Implementing & Evaluation Evidence-Based Practices	REL Logic Model Tools, School Improvement Plans & FDOE Comprehensive Evidence-Based Reading Plans (CERP)	90 minutes	FELS.2. a,b,c,d,e FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.5. b,c,d FELS.6. b,c,d,e,f,g,h,i FELS.7. a,b,c FELS.8. d,e
6	The Inputs: Selecting Materials, Strategies, & Assessments	CERP Assessment/Curriculum Decision Trees, WWC Practice Guides & National Center for Intensive Interventions Tools Charts	90 minutes	FELS.2. b FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.6. b,c,d,e,f,g,h,i
7	The Outputs: Implementing Evidence-Based Practices	REL Professional Learning Communities & National Center for Improving Literacy Toolkits	90 minutes	FELS.2. c FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.7. a,b,c,d
8	The Outcomes: Ongoing Evaluation of Evidence-Based Practices	REL Continuous Improvement in Education: Toolkit for Schools & Districts, REL Self-Study Guides & CERP Reflection Tool	90 minutes	FELS.2. d FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.5. c,d FELS.6. g FELS.7. a,b,c,d FELS.8. a,b,c,d,e

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