

# K-12 Reading Leadership Team Institute

## Day 1

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7:30 AM – 8:00 AM

**Sign-in**

8:00 AM – 8:45 AM

**General opening session:**

“The Reading/Literacy Leadership Team: Sustaining and Expanding Success”

9:00 AM – 10:00 AM

**Breakout sessions:**

1. **Developing a common language**

*This session explores the importance of defining and developing a common language with the Leadership team. It includes an activity and possible terms to support this process back at the schools.*

2. **Utilizing the reading coach**

*Using the FLaRE model for developing an effective Literacy Plan of Action, this session focuses on the role of the coach to support the process.*

3. **Understanding literacy as a process**

*Revisiting this topic through the lens of the leadership team, how does your school team address the complexity of literacy learning for your students? What features are evident? What might need to be added or revisited?*

4. **Interpreting and using data (formal and informal)**

*The purpose of this session is to provide participants with background knowledge to help them use data to drive their reading leadership team plan. The focus is on gathering multiple forms of data and driving decision-making based on actual data collected by the team. Where is your team in this process?*

10:00 AM – 10:15 AM

**BREAK**

10:15 AM – 11:15 AM

**Breakout sessions:**

1. **Understanding literacy coaching as a continuum**

*The continuum of coaching examines the gradual release of a teacher’s supported role to an independent reflective practitioner, and supports teachers’ learning and growth based on their individual needs. Reading Leadership Teams may want to spend some of their time together generating ways to make time for differentiated professional development.*

2. **Developing observation classrooms**

*Creating a school environment that allows and encourages teachers to observe in other classrooms and engage in collegial conversations will cultivate highly effective instruction for the purpose of bolstering student achievement for all learners. This session explores ways to set up observation classrooms in an effective way to foster an on-site learning environment for teachers.*

3. **Involving the community**

*Community involvement spans a wide variety of activities, and while there is no recipe for community involvement, there are some guiding principles. This session explores those principles and offers suggestions for successful community involvement.*

4. **Increasing parent support and involvement**

*Participants will discuss benefits of parental involvement and support, and view a video on this process. They will also have an opportunity to share successes and look at areas of concern at their own schools.*

11:15 AM – 12:30 PM

**LUNCH** (on your own)

# K-12 Reading Leadership Team Institute

## Day 1

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12:30 PM – 2:15 PM

### **Reading Leadership Team meetings**

Recommended topics for discussion based on today's breakout sessions supported by FLaRE/RFPD Area Coordinators:

1. Investigating literacy processing to effectively interpret data
2. Defining the reading coach's role within the team
3. Determining team membership
4. Planning for support of observation classrooms
5. Investigating the resources

2:15 PM – 2:30 PM

### **BREAK**

2:30 PM – 3:30 PM

### **Breakout sessions:**

1. Using FLaRE Professional Papers

*This is an opportunity to explore and possibly plan professional development topics at your school using FLaRE's 26 papers addressing key topics in literacy learning and instruction. Hard copies as well as on-line links will be provided.*

2. Using the JRF/RFPD/FLaRE Web resources

*Participants will visit, or revisit, the three main websites that explain and link Just Read, Florida, Reading First Professional Development, and Florida Literacy and Reading Excellence. A wealth of resources for all grade levels (K-12) is provided.*

3. Using reading research

*This is an opportunity for participants to preview and/or investigate documents available through FLaRE's research resource link and includes over 135 reports, research, and position statements dealing with improving early literacy and reading instruction.*

4. From Reading First to Reading Next

*This session provides an overview of Reading First (Grades K-3) and the connections, or next steps, to Reading Next.*

Members of the Reading Leadership Team are encouraged to attend different breakout sessions to gain knowledge and take back to the other members.

# K-12 Reading Leadership Team Institute

## Day 2

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8:00 AM – 8:45 AM

**General Session:**  
“Questions and Discussions”

**Sustainability Overview** – *Reading First Teams only*

9:00 AM – 10:00 AM

**Breakout sessions:**

1. **Creating an information intensive environment**  
*With all that educators have to consider, why is the environment so important? This session will focus on creating and utilizing an information-intensive environment to support student learning across grade levels, and across the curriculum.*
2. **Transitioning between word walls and theme charts**  
*Participants will be able to define, and explain how to implement, word walls and theme charts in the classroom and identify an approach within a school wide initiative recognized by their Reading Leadership Team.*
3. **Teaching for comprehending**  
*In this session, participants will be able to clarify what makes comprehension instruction visible, understand what works in comprehension instruction, and identify an instructional practice to share with their Reading Leadership Team during their breakout discussions.*
4. **From centers to project-based learning**  
*Transitioning from centers to project-based learning can be a daunting task. This session provides the foundational understanding of how this process supports student independence in their learning; as well as providing tools and resources to make the transition a successful one.*

10:00 AM – 10:15 AM

**BREAK**

10:15 AM – 11:15 AM

**Reading Leadership Team meetings**

Recommended topics for discussion based on today’s breakout sessions supported by FLaRE/RFPD Area Coordinators:

1. Investigating an area of concern or adaptive challenge
2. Studying and planning a course of action
3. Implementing a course of action – action steps
4. Determining effectiveness of plan
5. Sustaining the Reading Leadership Team

11:15 AM – 12:30 PM

**LUNCH** (on your own)

12:30 PM – 2:15 PM

**Reading Leadership Team meetings** (*sign stipend invoices*)

Recommended topics for discussion based on today’s breakout sessions supported by FLaRE/RFPD Area Coordinators:

1. Investigating an area of concern or adaptive challenge
2. Studying and planning a course of action
3. Implementing a course of action
4. Determining effectiveness of plan
5. Sustaining the Reading Leadership Team

## K-12 Reading Leadership Team Institute Day 2

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2:15 PM – 2:30 PM

**BREAK**

2:30 PM – 3:30 PM

**Celebration!**

Interactive read-aloud of: *The Tower*, Richard Paul Evans  
Reading Leadership Teams share area of focus (plan)  
based on data for 2008-2009

Note: Institute evaluations will be distributed and collected at the end of Day 2.