SCAFFOLDING THE LITERACY LEADERSHIP TEAM
A three-part model to sustain and expand success

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FOUNDATION

- Understanding literacy as a process
- Understanding adult learning theory
- Developing a common language
- Understanding conditions for learning
- Setting ground rules
CONSTRUCTION

- Identifying an adaptive challenge
- Investigating an adaptive challenge
- Refining an adaptive challenge
- Developing action steps
- Studying and reflecting on action steps
SCAFFOLDS

- Utilizing the literacy coach
- Developing a long-term school-wide plan
- Establishing support at the state level
FOUNDATION
Literacy As a Process: a framework for guiding learners

Strategic Activities to Sustain Learning

Strategic Activities to Expand Learning

References:
To Understand: New Horizons in Reading Comprehension (2008), E.O. Keene
Change Over Time In Children’s Literacy Development (2001), M.M. Clay
Teaching for Comprehending and Fluency K-8 (2006), Fountas & Pinnell
The Literacy Coach: Guiding in the Right Direction (2007), Puig & Froelich
The Literacy Leadership Team: Sustaining and Expanding Success, (2009) Froelich & Puig
Strategic Activities to Sustain Learning

Decoding
Segmenting words
Blending words
Checking (monitoring)
Predicting
Anticipating
Fluency
Integrating
Flexibility
Phrasing
Word recognition
Rereading
Self-correcting
Searching

Strategic Activities to Expand Learning

Making connections
Text to self
Text to text
Text to world
Inferring
Summarizing
Synthesizing/creating
Analyzing
Critiquing
Questioning
Clarifying
Visualizing
Evaluating

Strategic Behaviors to Sustain Learning

One-to-one matching
Cross-checking
Locating known and unknown words
Directionality (L-R, Lp-Rp, etc.)

Note: Proficient readers use strategic activities to sustain reading and expand meaning fluidly before, during, and after reading. This list is illustrative, not exhaustive.
To create a common language and a solid foundation, how is your school or district addressing understanding literacy as a process?

Talk with a mentor-colleague.
ADULT LEARNING

- Pedagogy – learning and instruction with children
- Hebegogy – learning and instruction with adolescents
- Andragogy – learning and instruction with adults
- Gerontogogy – learning and instruction with older adults
- Heutagogy – learning and instruction with self-directed learners
What has been your experience when adults have been supported from a pedagogical perspective rather than an andragogical perspective?

Talk with mentor-colleagues.
DEVELOPING A COMMON LANGUAGE

- Improves communication and better interpretation of data
- Expands thinking by applying new concepts to known words
- Economizes on time when meeting to discuss adaptive challenges
- Develops a sense of community
- Creates a safe environment
How is your school or district developing a common language, particularly with the current impetus to Response to Intervention?

Talk with mentor-colleagues.
CAMBOURNE’S CONDITIONS FOR LEARNING

- Immersion
- Approximation
- Use
- Response
- Responsibility
- Demonstration
- Engagement
- Expectation
How are conditions for learning being considered at the school and district level in an effort to make forward shifts or positive change in instruction? With students? With adults?

Talk with mentor-colleagues.
SETTING GROUND RULES

- Always be respectful of others when they are speaking
- When talking try to use our own experiences
- Always be punctual and attend the assigned meetings
- Try to value others’ experiences
- Try to explore common as well as divergent themes
- Be appreciative of other’s responses by giving appropriate feedback
- Be open and honest
- Find things you have in common
CONSTRUCTION
LITERACY LEADERSHIP TEAM
INVESTIGATIVE CYCLE

Brainstorming
an initial adaptive challenge

Investigating
a specific adaptive challenge

Revisioning:
reflecting on the limitations and success of the action plan

Scheduling:
developing and executing an action plan
Considering the literacy leadership team investigative cycle, what hurdles and successes have you encountered at the school level and the district level?

Talk with mentor – colleagues.
Utilizing the Literacy Coach

Continuum of Coaching

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

- **Inter-active coaching**
  - Facilitate a workshop or session to improve instruction and student learning.
  - Provide an observation lesson to improve instruction and student learning with feedback and collaborative input.
  - Co-teach with colleague to improve instruction and student learning based on mutually agreed upon learning goals and success indicators.
  - Confer, observe, and debrief to improve instruction and student learning.
  - Facilitate a study group or literacy leadership team to investigate common interest topics to improve instruction and student learning.

- **Intra-active coaching**
  - Facilitate action research to seek resources after reflection to improve instruction and student learning.

Increased scaffolding

**SUBJECT-CENTERED**

Decreased scaffolding

**PROBLEM-CENTERED**

adapted from
*The Literacy Coach: Guiding in the Right Direction*
How do you see the continuum of coaching in supporting the work of the literacy coach, the literacy leadership team, and administrators?

Talk with mentor-colleagues.
DEVELOPING A LONG-TERM SCHOOL-WIDE PLAN

- Development of the literacy principal
- Development of the literacy leadership team
- Development of the literacy coach
- Development of classroom teachers
- Collaborative action research
ESTABLISHING SUPPORT AT THE STATE LEVEL

- K-12 literacy plan
- University-based support
- University Faculty Fellows
- K-12 literacy leadership conference
- K-12 literacy coach academy
- K-12 literacy institute
- Summer literacy leadership team institutes
What events or functions has your state or district put in place to sustain and expand the work of literacy coaches and literacy leadership teams?

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THE LITERACY LEADERSHIP TEAM

- A three-part model to sustain and expand success

Laying a foundation

Constructing a plan

Utilizing scaffolds
REFERENCES

- **The Whole Story: Natural Learning and the Acquisition of Literacy.** Cambourne, B. (1990). Scholastic Paperbacks.
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Questions and discussion

PowerPoint presentation can be downloaded at flare.ucf.edu