

# 14 PARAMETERS OF LITERACY LEADERSHIP

Parameters 1-13 from Sharratt, L., & Fullan, M. (2009) *13 Parameters: A Literacy Leadership Toolkit*. Pearson.  
 Parameter 14 from Sharratt, L., & Fullan, M. (2009). *Realization*. Thousand Oaks, CA: Corwin.

<p><b>1. Shared Beliefs and Understandings Among All Staff</b></p> <ul style="list-style-type: none"> <li>a) All students can achieve high standards given the right time and support</li> <li>b) All teachers can teach to high standards given the right assistance</li> <li>c) High expectations and early intervention are essential</li> <li>d) Teachers need to be able to articulate what they do and why they teach the way they do</li> </ul>	<p><b>2. Designated Staff Member for Literacy</b></p> <ul style="list-style-type: none"> <li>a) Literacy teachers have time scheduled to work with classroom teachers to support focused literacy instruction e.g. during Literacy block</li> <li>b) They are lead learners and team builders</li> <li>c) Literacy teachers are knowledgeable about literacy instruction and assessment, and about the management of change</li> <li>d) Literacy teachers work alongside classroom teachers, modeling successful literacy practice</li> <li>e) They plan and facilitate professional learning</li> </ul>
<p><b>3. Daily, Sustained, Focused Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>a) At the elementary level, a Literacy block of at least 100 uninterrupted minutes per day is scheduled.</li> <li>b) Strong literacy practices require focused time on balanced literacy assessment and instruction.</li> <li>c) Balanced literacy is an instructional framework designed to teach all students how to make meaning and communicate effectively. Focused lessons occur using the following components: read/write aloud; shared reading/writing; guided reading/writing; independent reading/writing</li> <li>d) Literacy instruction is free from all distractions and interruptions</li> <li>e) The Literacy teacher's timetable aligns with the Literacy block at the elementary level with teachers and students most in need of support at the secondary level</li> </ul>	<p><b>4. Principal as Literacy Leader</b></p> <ul style="list-style-type: none"> <li>a) Such principals use data to inform instruction and school planning</li> <li>b) They acquire a deep understanding of effective literacy practices in the classroom</li> <li>c) They take part, with their literacy leadership teams, in regional learning sessions</li> <li>d) They strive to develop sustainable professional learning communities in their schools</li> </ul>
<p><b>5. Early and Ongoing Intervention</b></p> <ul style="list-style-type: none"> <li>a) Individual student need is determined through the ongoing examination of a range of assessment data</li> <li>b) Teachers must be skilled at using effective Instructional strategies matched to student need</li> <li>c) A collective effort by all teachers--- classroom, special education, English language learner, and literacy—is necessary to design and deliver programs that support all students</li> <li>d) District and school administrators support teachers in building capacity in literacy Instruction and assessment, and also in how to use collaborative structures</li> </ul>	<p><b>6. A Case Management Approach to Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>a) This approach requires teachers in a school to work as a group to analyze student data and make decisions on differentiating instruction and selecting resources</li> <li>b) A common understanding and use of diagnostic and formative assessment tools support the monitoring of data</li> <li>c) Data are gathered and displayed in such a way that they become the focus of problem-solving dialogue among teachers involved in each student's case</li> <li>d) Data collected help plan next steps to meet the needs of each student and to meet the professional development needs of the school and district</li> </ul>
<p><b>7. Job-Embedded Professional Learning In Literacy</b></p> <ul style="list-style-type: none"> <li>a) Job-embedded professional learning focused on literacy takes place with teachers and with staff when they meet as a whole group; it is responsive to the school's specific needs</li> <li>b) District leadership and school staff meetings are key forums for focused discussions that promote professional learning about literacy</li> <li>c) Sessions include a balance of theory and practice, and are informed by current research</li> <li>d) Teachers share leadership in planning and designing their professional learning</li> </ul>	<p><b>8. In-School Grade or Subject Team Meetings</b></p> <ul style="list-style-type: none"> <li>a) Teams meet regularly to discuss the Literacy achievement of individual students</li> <li>b) Teachers assess student work collaboratively, using common assessment tools and exemplars</li> <li>c) Analysis of student work supports the development of a common understanding of the expected standards across a grade or course; it also serves to support consistent practice between classrooms in a school</li> </ul>

<p><b>9. Shared Literacy Resources in a Designed Area of the School</b></p> <ul style="list-style-type: none"> <li>a) Resources that support differentiated Instruction are compiled and organized in a book room or resource centre.</li> <li>b) Resources meet a range of abilities and needs and address a range of interests</li> </ul>	<p><b>10. Commitment of School Budget to Acquiring Literacy Resources</b></p> <ul style="list-style-type: none"> <li>a) Administrators allocate budget for literacy resources that address instructional needs revealed by school and classroom assessment data</li> <li>b) High-quality resources are purchased to support student learning (leveled text, rich literature ) and teacher learning (common resource for book study, researched –based pedagogic books)</li> <li>c) In-school and cross-school dialogue leads to a deeper understanding of what constitutes a high-quality literacy resource</li> </ul>
<p><b>11. Staff Commitment to Learning and Professional Development</b></p> <ul style="list-style-type: none"> <li>a) Action research is one example of job-embedded professional learning that involves a structured process of teacher inquiry</li> <li>b) Teachers work collaboratively to design a specifically focused question that pertains to literacy issues and student achievement as identified in school and classroom assessment data</li> <li>c) The district supports the work of school teams by providing funds and by offering professional development sessions focused in collaboration and research skills</li> <li>d) At the end of the research cycle, action research teams produce reports that document their learning journeys and findings</li> </ul>	<p><b>12. Parental Involvement in Supporting Literacy</b></p> <ul style="list-style-type: none"> <li>a) Literacy leadership teams work toward establishing strong community-home-school relationships</li> <li>b) Schools build strong relationships with parents by keeping them informed about their children’s progress and about their approach to the teaching of literacy</li> <li>c) These relationships are supported in schools where parents understand how they can support their children and where schools invite parents to help them understand how the schools can support them</li> </ul>
<p><b>13. Appropriate Literacy Instruction in All Areas of the Curriculum</b></p> <ul style="list-style-type: none"> <li>a) The components of balanced literacy instruction allow teachers to support students in developing meaning-making skills in all subject areas</li> <li>b) Assessment data determine what literacy skills students will need to develop in order to access the subject’s content</li> <li>c) Teachers in all content areas can further students’ achievement in literacy by modeling the skills, sharing in the making of meaning, guiding students toward independence, and monitoring their independent work</li> </ul>	<p><b>14. Shared Responsibility and Accountability (Realization, pg. 105)</b></p> <ul style="list-style-type: none"> <li>a) Triangulation of data informs the professional learning needed in districts and schools</li> <li>b) Ongoing use of formative data provides descriptive feedback for students, differentiates instruction, and impacts the selection of resources</li> <li>c) The district disaggregates and delivers data to administrators’ and teachers’ desktops to put individual faces on the data and assists in the development of improvement plans to collaboratively take action</li> <li>d) Administrators and teachers can name at-risk students individually and clearly articulate what they are doing for each one</li> <li>e) School staffs work on finding results of action research question based on schools’ data</li> <li>f) The district hosts an evidence-based Literacy Learning Fair for all school teams to share student improvement and learn from other schools</li> <li>g) Schools host their own Literacy Learning Fairs for parents and the community</li> </ul>

“Within schools, **we may define literacy** as the development of a continuum of skills, knowledge, and attitudes that prepare all learners in a changing world community. It begins with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding and mathematics. It becomes the ability to understand, think, apply, and communicate effectively in all subject and program areas in a variety of ways and for a variety of purpose.”