



NEBRASKA
DEPARTMENT OF EDUCATION

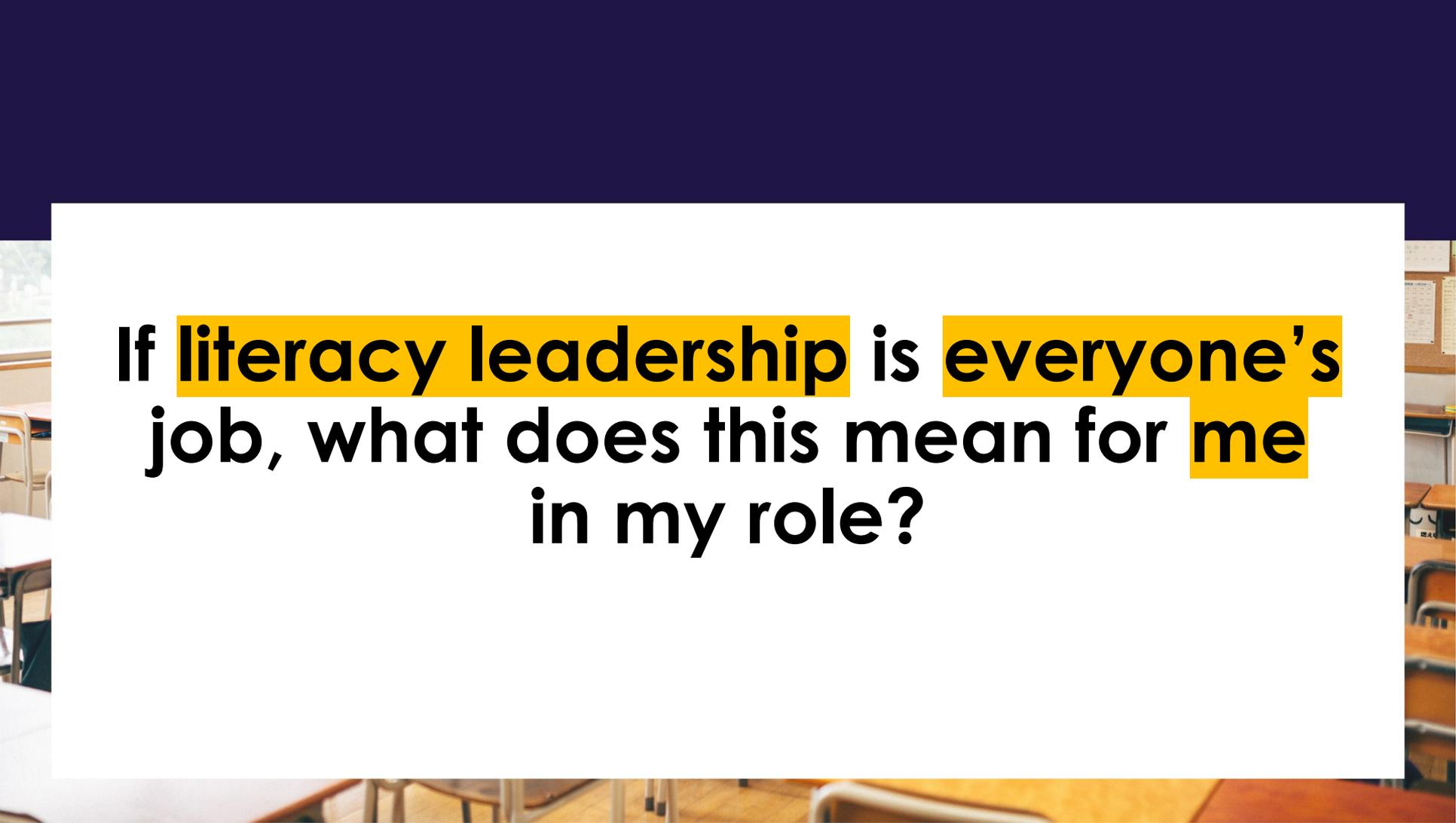
Literacy Leadership Is Everyone's Job

Guiding Change Without Being the
Expert



“Successful school improvement is less about heroics and more about coherence: building shared purpose, connecting initiatives, and making sure every adult in the system pulls in the same direction.”

-Michael Fullen

A photograph of a classroom with rows of wooden desks and metal chairs. The background is slightly blurred, focusing attention on the text overlay. The text is centered on a white rectangular background.

If **literacy leadership** is **everyone's**
job, what does this mean for **me**
in my role?

A close-up photograph of a person wearing a yellow sweater, sitting at a desk and writing in a notebook with a pencil. The person's hands are visible, and the notebook is open. The background is slightly blurred, showing a desk with other papers and a pen.

Today We will.....

- Unpack what is literacy leadership beyond expertise
- Connect CLSD & NE Literacy Project to classrooms
- Understand ways to lead and monitor instruction with clarity, sense of urgency, and focus

A close-up photograph of a person wearing a yellow sweater, sitting at a desk and writing in a notebook with a pencil. The person's hands are visible, and the notebook is open. The background is slightly blurred, showing a desk with other papers and a pen.

Personalize Learning

In your current role, how do you influence literacy learning and why does that matter for your school's improvement efforts?

CLSD Program Purpose

To advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12



CLSD Goals

- **Cohesion** and **alignment** of statewide tools and resources.
- **Statewide teacher** and **leader training** and **preparation** in **structured literacy** and the **Science of Reading** encompassing strategies from early childhood through adult literacy.
- Support the **selection, implementation,** and **continuation** of **high-quality instructional materials (HQIM)** and **evidence-based literacy practices** to promote adequacy in resources for all students in early learning programs and school settings.



Fueling Nebraska's Literacy Journey



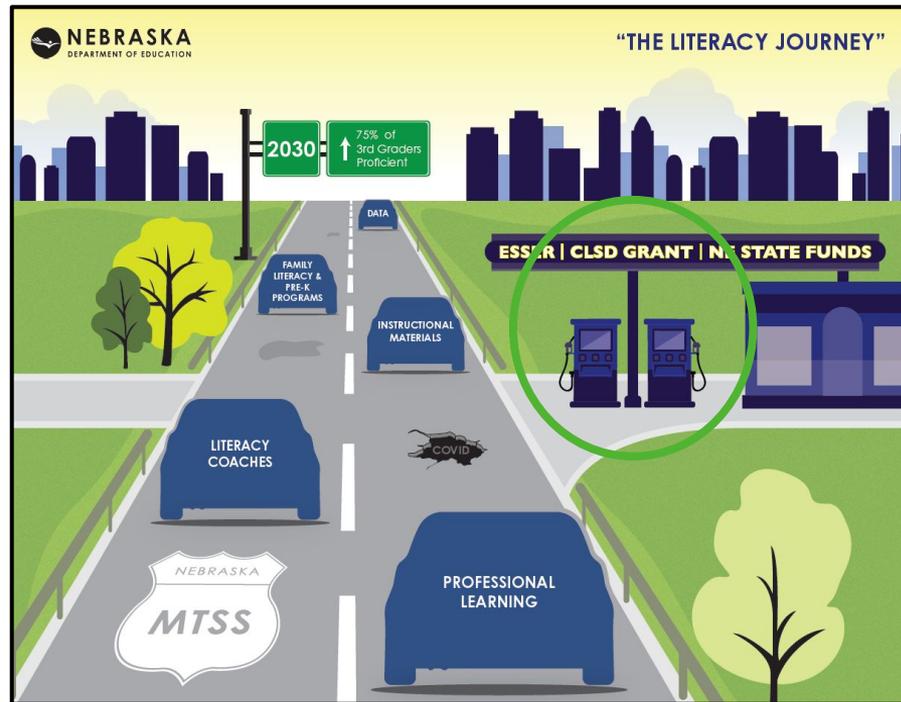
**Evidence-based
Literacy Practices**



Capacity-building



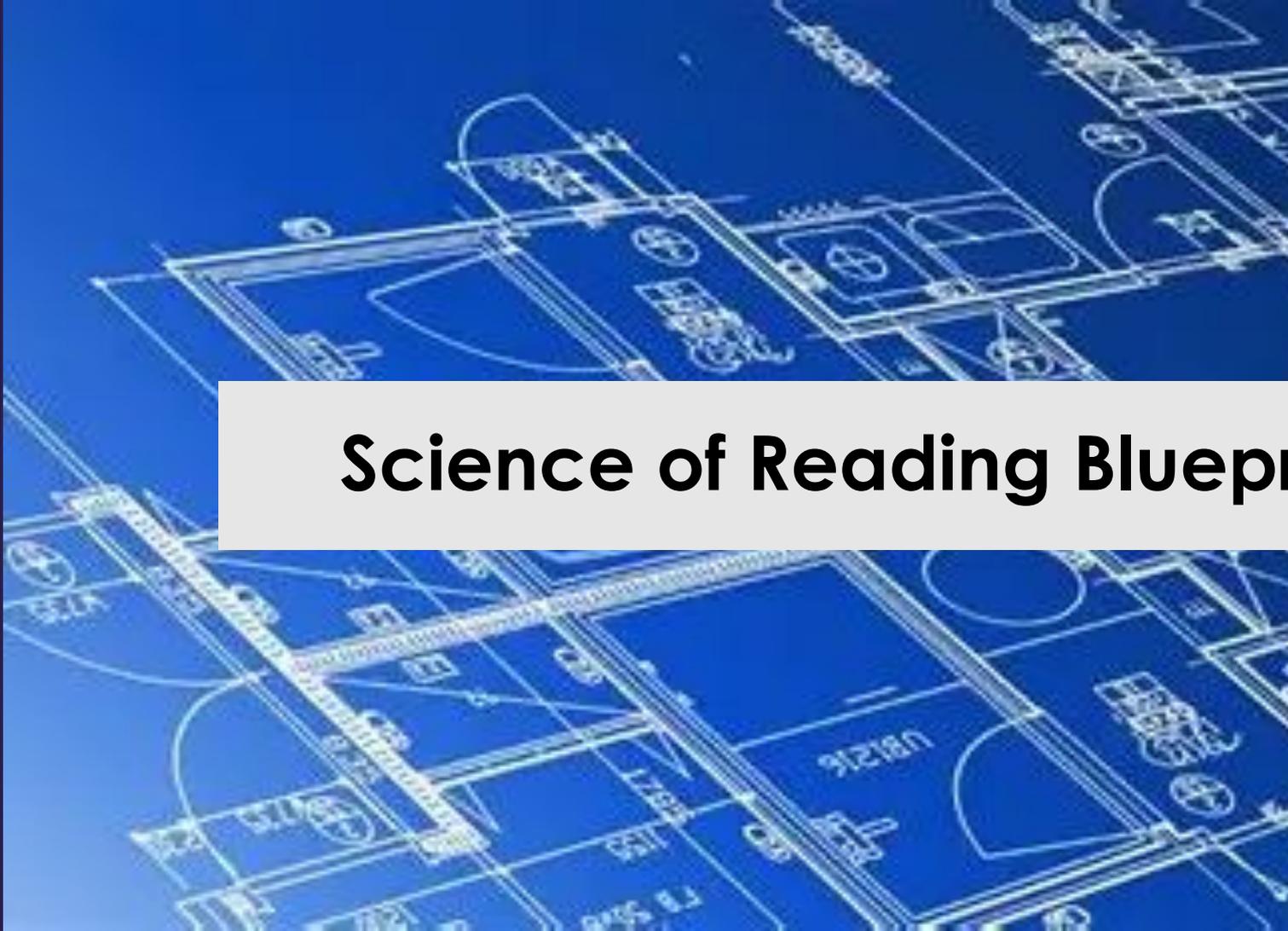
Focus; results-driven





Why Literacy Leadership Matters

- Literacy = opportunity.
- Every teacher of ages 4–grade 3 must be “adequately” trained in the Science of Reading.
- Our responsibility: ensure professional learning, coaching, and strong literacy instruction in every classroom, every day.

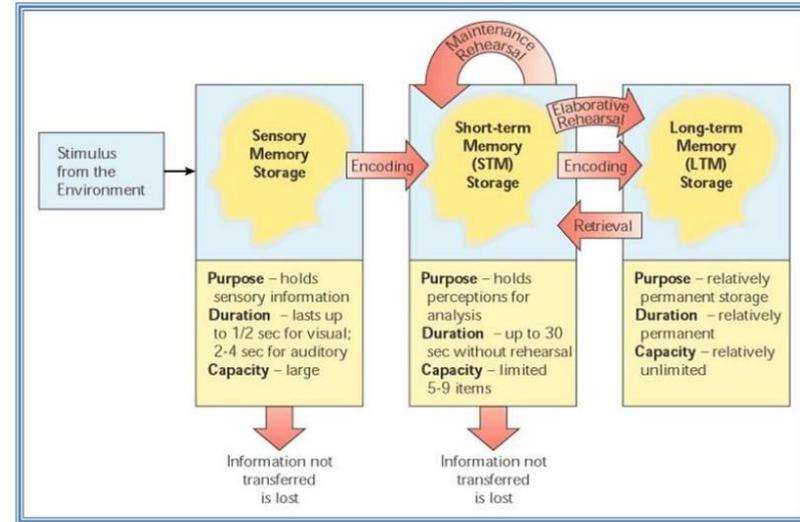


Science of Reading Blueprints

Science of Reading



Diagram of Three-Stage Memory Model



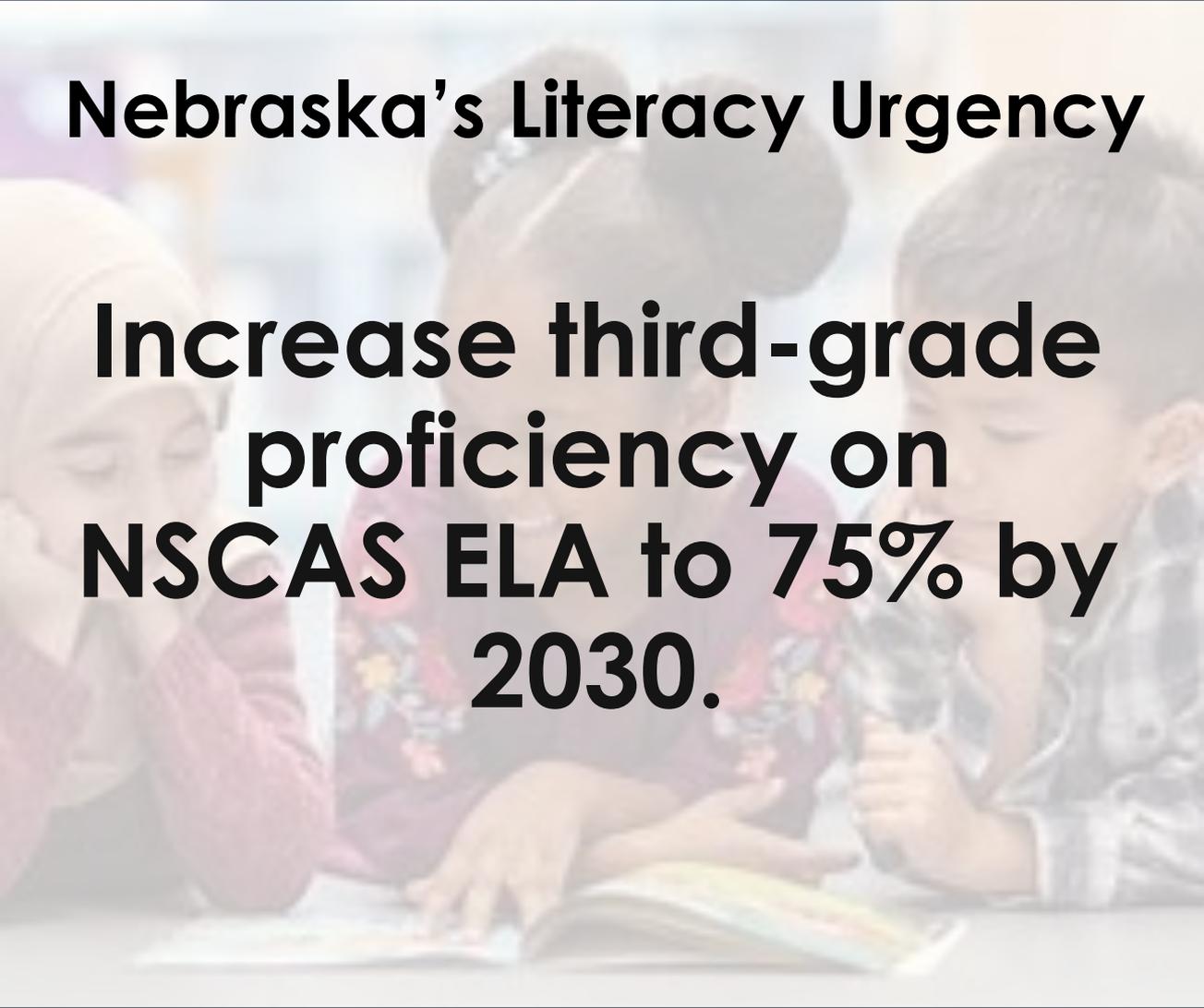


Pause for Reflection

If the Science of Reading is the blueprint, how well is your school or district actually building from it?

Where are you seeing alignment, and where are you seeing drift?

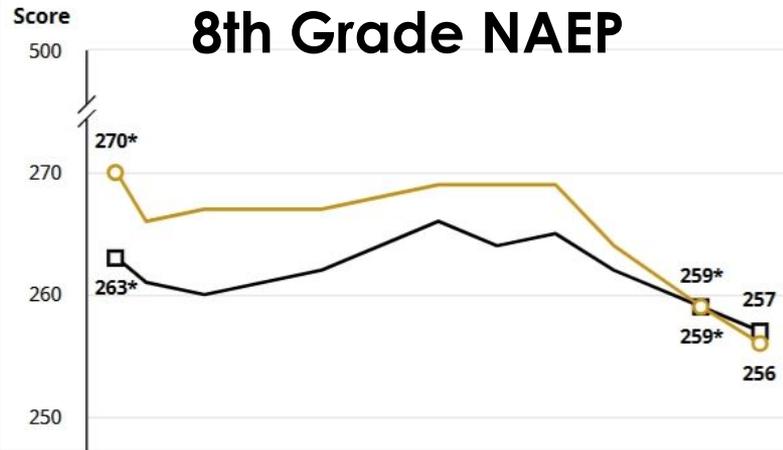
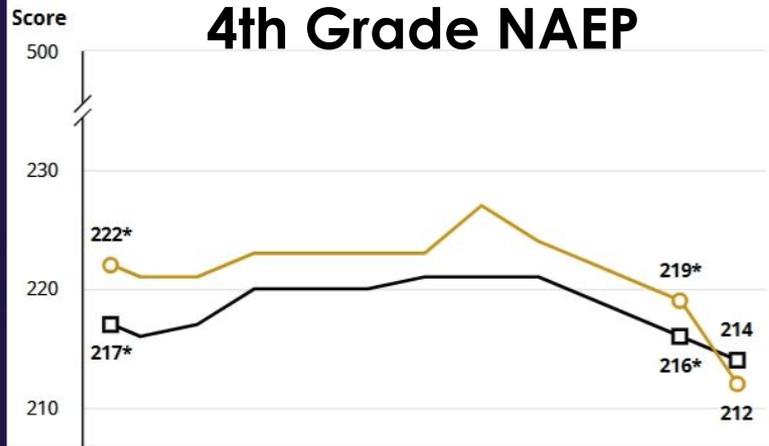
And what is one leadership move you can make to strengthen that alignment?

A background image showing three children of diverse backgrounds sitting at a table and reading a book together. The image is slightly faded to allow the text to be prominent.

Nebraska's Literacy Urgency

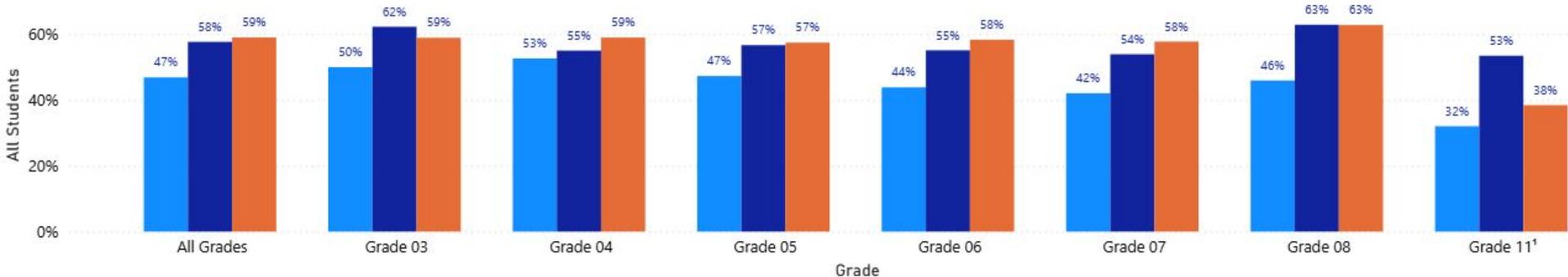
**Increase third-grade
proficiency on
NSCAS ELA to 75% by
2030.**

Nebraska's Literacy Urgency



Percent Proficient by Grade Chart

Year ● 2021-2022 ● 2022-2023 ● 2023-2024



Statewide Literacy Goals



- **63%** of students with a disability will meet or exceed proficiency on NSCAS ELA.
- **94.5%** of participating four year old children will achieve significant gains in oral literacy.
- Increase third grade proficiency on NSCAS ELA from to **75%** by 2030.
- **78.5%** of 5th grade students will meet or exceed proficiency on state reading assessments.
- **81.5%** of 8th grade students will meet or exceed proficiency on state reading assessments.
- **73%** of high school students will meet or exceed proficiency on state assessment, currently measured by the ACT.



Data as the Heartbeat

~~What do the numbers say?~~

What will we DO next
because of them?



Professional Learning



- Evidence-Based **Reading Instruction** **Professional Learning** **Rubric**
- **Approved Provider** List
- **Support Systems:** ESUs & Regional Literacy Coaches

Professional Learning



Leadership in Action

- **Monitor** the completion of **adequately trained teachers**
- **Observe** classroom **Instruction**
- **Partner** with **ESUs** and **Regional Literacy Coaches**
- **Integrate professional learning** in SIP plans

HQIM

More than a Purchase



Materials implemented with **fidelity**, **aligned** with **professional learning**, paired with **leadership support** = **IMPROVED STUDENT OUTCOMES**

Consistency Matters

Implementation with **Integrity**

HQIM More than a Purchase



Leadership Tools & Resources

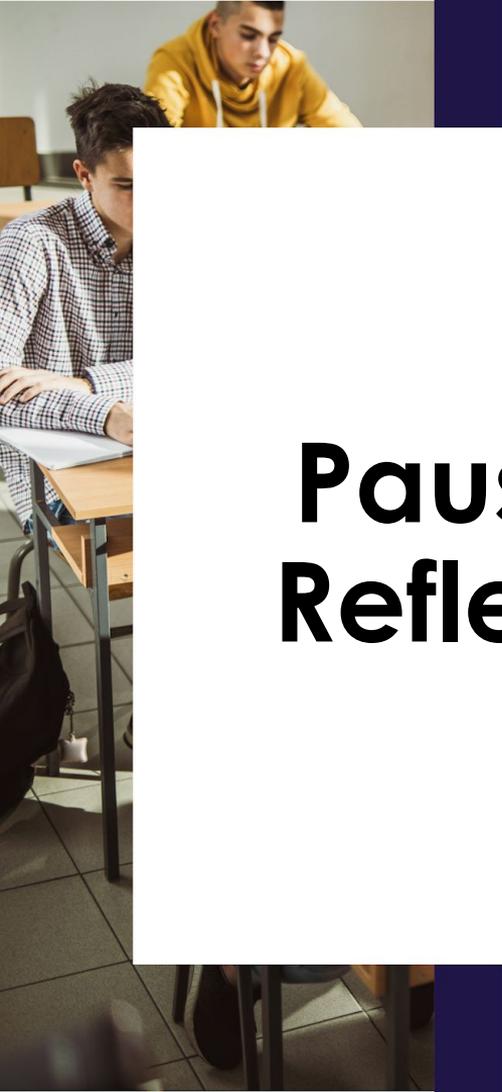
1. IPG Literacy Coaching Tool
2. Nebraska Materials Collaborative
3. NeMTSS Program Comparison Tool
4. Professional Learning Integration

A background image showing students in a classroom setting. One student in a yellow hoodie is visible at the top, and another student in a plaid shirt is visible on the left. The image is partially obscured by a white text box and a dark blue vertical bar.

What Leaders Should See in the Classroom

Classroom Look Fors

- **Systematic, explicit phonics** instruction
- **Students engaged** with text
- **Building background knowledge & vocabulary** in context
- **Active Participation**
- Use **IPG** Literacy Coaching Tool

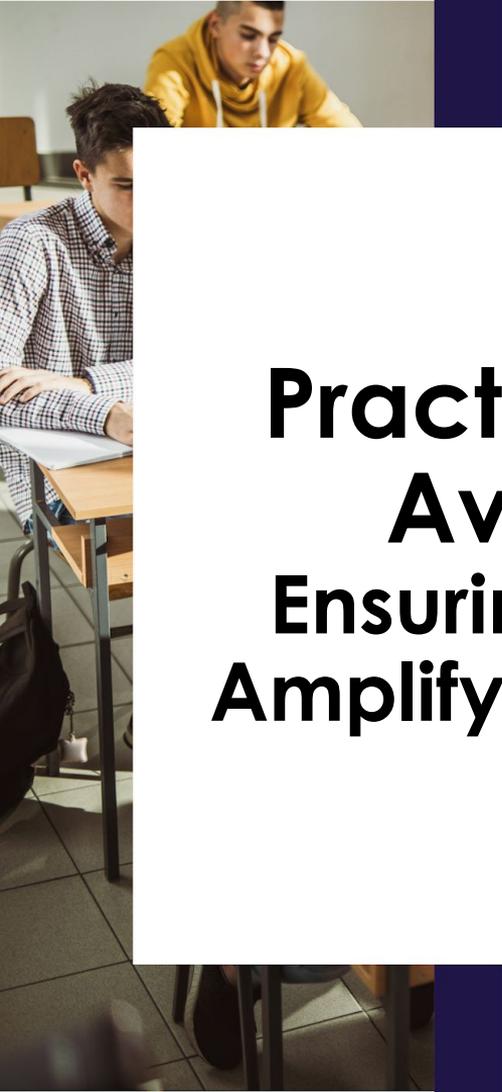


Pause for Reflection

What do you notice about the current literacy practices in your classrooms?

What are your assumptions about why these practices are or aren't happening?

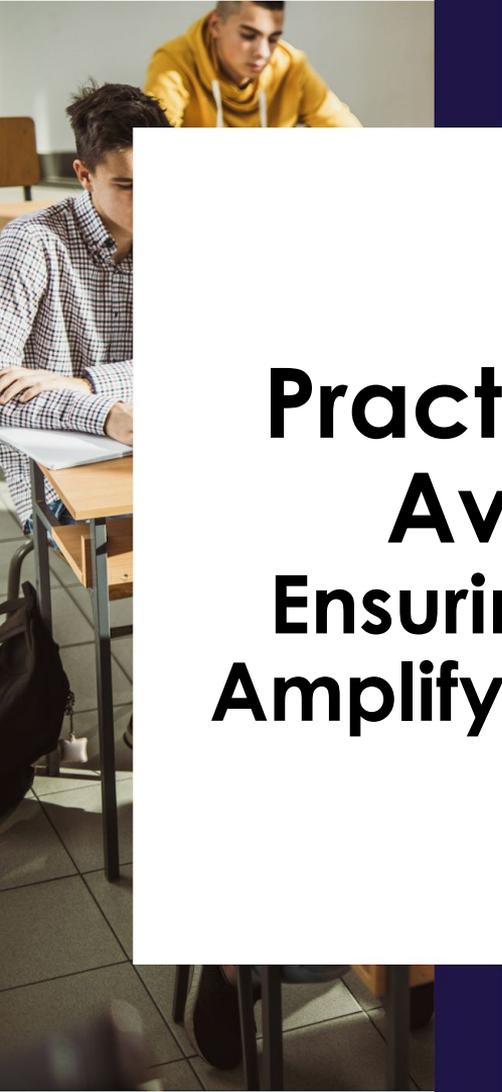
What steps could you take to support teachers in strengthening these practices?

A background image showing two students in a classroom. One student in a yellow hoodie is looking down, and another student in a plaid shirt is sitting at a desk. The image is partially obscured by a white text box and a dark blue vertical bar.

Practices to Avoid: Ensuring Tools Amplify Learning

- 3 Cueing System
- Leveling Students
- Passive Learning





Practices to Avoid: Ensuring Tools Amplify Learning

Leadership in Action

- **Monitor** how **tools** and **practices** are used
- **Ask questions**
- **Active, cognitive participation**



A close-up photograph of a person wearing a yellow sweater, sitting at a desk and writing in a notebook with a pencil. The person's hands are visible, and the notebook is open. The background is slightly blurred, showing a desk with some papers and a pen.

Leading Literacy Without Being An Expert

Looks like:

- **Visiting classrooms** often.
- Asking **thoughtful questions**.
- **Feedback** teachers can act on.
- **Monitoring** progress & **adjusting** quickly.
- **Personal Professional Growth**
- **Collaboration**
- **Elevating** success

**What is one concrete
action you will take in the
next two weeks to
strengthen literacy
leadership in your space?**



“Children can be taught to read and deserve no less from their teachers. Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed. There is no more important challenge for education to undertake.”

- Dr. Louisa Moats

Literacy: A National and State Movement

Thank You!

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