



EARLY LANGUAGE & LITERACY PLAN, LAUSD 2015-2016

The Early Language and Literacy model is a data-driven instructional approach designed to accelerate student language development and achievement in English Language Arts in grades TK-5/6. Students receive targeted instruction in Foundational Reading Skills and Oral Language Development, to support their growing independence in using and understanding language, and learning written code.

WHY

Oral language development and foundational reading skills are essential to the success of all students. LAUSD language and literacy trend data indicate that without focused attention to developing oral language and teaching foundational literacy skills in a targeted and coherent way, student growth in these areas will continue to stagnate.

HOW

Shifting a paradigm toward the varied use of time and instruction to create consistent successful outcomes for students requires a multi-year process. **The Early Language and Literacy Plan** is currently being phased in at 90 schools across all six local districts, and will reach all elementary schools over a three-year period. The intent is to provide maximum flexibility and viable options for experimentation, guided by the evidence of student learning and engagement as verified from multiple sources. Additionally, a proportional number of primary grade teachers, approximately 400 TK-2nd grade teachers, in cohort I schools will be paid to attend introductory professional development on **Multi-tiered System of Support (MTSS), basic literacy pedagogy, using data to drive instruction, and Universal Design for Learning (UDL).**

To support the shift and facilitate teacher collaboration at sites, schools in implementation cohorts will designate a Language and Literacy Designee, a role receiving a coordinating yearly differential, in 90 schools, 15 schools per Local District, in 2015-2016. Literacy and Language Designees will receive professional development and participate in network meetings in their Local Districts. The intent is that designees collaborate with principals, teacher teams, and other staff to share professional development; facilitate processes to analyze and make public student progress data; and support the planning and delivery of effective small group instruction and intervention to developing readers TK-5. They will help to organize efforts in literacy and language instruction to best serve the students in need of foundational skills at their site.

WHAT

To support the building of schools' professional capital, Division of Instruction and Local District Literacy Coordinators have developed a course catalogue of professional development in Multi-tiered System of Support (MTSS), basic literacy pedagogy, data driven instruction, and Universal Design for Learning (UDL). This growing catalogue will be available to the entire District. It includes presentations, videos, archived webinars, planning materials, and other resources to support Literacy and Language Designees and Principals as lead learners carrying out the ongoing work of supporting schools in improving language development and literacy interactions and outcomes for students.

RESPONSIBILITIES OF LANGUAGE AND LITERACY DESIGNEE

These are examples of practices the Language and Literacy Designee can engage in and promote.

- Analyze data and student work and collaborate in data dialogues at sites to organize instructional grouping and lesson planning; assist with building data walls
- Work with leadership team and teachers to align school resources creatively (staff, instruction, time, grouping) to best serve student needs
- Attend LL Designee professional development opportunities and network meetings, with the goal of sharing the learning at site
- Help identify key literacy teachers to attend paid introductory professional development on MTSS Foundations, basic literacy pedagogy, data driven decision making, and UDL
- Engage in self-study with resources in the online professional development course catalogue
- Plan with leadership team to design and implement a professional development series for teachers, differentiated for their needs
- Support teacher assistants in basic literacy pedagogy, with a focus on high impact strategies
- Meet with parent liaison for outreach to parents of students in primary grades to promote and support language and literacy development in the home

