



TO: Educators, Administrators, Curriculum Coordinators, and Teachers  
FROM: Jane Mekkelsen & Sue Biggam, Co-Coordinators  
DATE: December 15, 2010  
RE: Invitation to Participate in Literacy Leadership Initiative (LLI)

**Application due March 31, 2011**

We invite you to apply to the Literacy Leadership Initiative (LLI). This memo includes some important information regarding LLI and an application. LLI is coordinated by Sue Biggam and Jane Mekkelsen and provides 3 different models of building leadership in literacy in a classroom, building, or supervisory union.

**LLI has the following goals:**

1. to support existing and emerging literacy leaders within Vermont's schools and supervisory unions to meet their goals and boost local and regional capacity
2. to link literacy leaders across the state so that expertise and resources may be shared efficiently
3. to help literacy leaders stay current with initiatives, issues and opportunities

**Who might take part in LLI?**

- Literacy or reading specialists and literacy coaches
- Classroom teachers who see themselves as having an emerging or existing leadership role within their school or district, and some role or opportunity to influence or support others regarding effective literacy practice.
- Title 1, special educators with district-wide, school-wide or team-leadership role
- Literacy coordinators
- Principals, curriculum coordinators and other administrators who particularly want to focus on reading/literacy

**What are the three different models?**

**Model A: "Standard LLI Model"**

This model is appropriate for individuals or groups of up to four individuals within a school, district, or supervisory union. The focus is primarily to support individual LLI members in advancing literacy related work that is important to their roles.

**Model B: "LLI Team model"**

This model is appropriate for groups of four or more (up to 16) individuals within a district or supervisory union – who want to strengthen cross-school communication, coordination and collaboration, while also providing site-

support for individuals or teams within schools. We suggest that 10-25% of the LLI site-support time be spent on cross-school collaboration through means such as study groups, work sessions or sharing/problem-solving sessions. The first meeting will involve planning out the year.

**Model C: “Single – Focus Project Model”**

This model is appropriate for schools, districts or supervisory unions that have a specific need in the area of literacy that is achievable within a year. Some areas of focus have included development of curriculum, mapping units of study, developing assessment schedules, implementing assessment tools, planning or implementing components of a comprehensive intervention model, developing or implementing data teams, etc.

**BENEFITS: All LLI members can access the following activities and services:**

- An initial start-up session in the summer to begin our work together
- Two full-day Professional Development Events
- Two half day Special Topics Seminars.
- Online networking through the LLI list serve and access to resources in the LLI section of the VRI website.
- Periodic mailings and updates from coordinators & colleagues
- Opportunity to integrate LLI participation in a UVM course: *EDLT380: Literacy Leadership and Systemic Change (credit is an additional cost).*

**Benefits, Costs, & Application Process for each LLI Model**

Model	Benefits	Application Process	Cost for Applications Received by March 31	Cost for Applications Received <b>AFTER</b> March 31
A	See above 2 half-day site support visits	Individual applies, principal endorses	\$1350	\$1400
B	See above Individual and/ or small group site support visits, along with whole group meetings	Principal or district administrators identifies LLI members and contacts LLI coordinator	\$1350/person	\$1400
C	Professional development and/or technical assistance provided for a predetermined number of days	District administrator or principal contacts LLI coordinator, submits application based on discussion. Requirement that at least two individuals sign up for Model A	TBD	No applications accepted after March 31

Please feel free to contact any of us for more information or assistance in completing your application.

- Jane Mekkelsen: h/802 863 7904 c/802 578 4964 or [jmekkels@uvm.edu](mailto:jmekkels@uvm.edu).
- Sue Biggam: h/802229 5618 c/802 371 8862 or [sue.biggam@gmail.com](mailto:sue.biggam@gmail.com)
- Mary Grace: w/802 828 0521 or [mkgrace@uvm.edu](mailto:mkgrace@uvm.edu)

## SAMPLE LLI SERVICES

**Model A:** *The goal of site-support visits in Model A is to support members in advancing literacy related work that is important to their roles. Consultants can meet with an LLI member to:*

- Draft a description of her role and ways of engaging faculty in how to utilize her time.
- Review assessments for one or more students to plan instruction and interventions
- Look at children's writing with grade level teams to identify next steps for instruction
- Provide information on a particular instructional approach or assessment technique.
- Develop, with colleagues, constructed response assessments, related instruction, setting benchmarks, and differentiating instruction for students not yet "catching on"
- Model summary writing, vocabulary instruction, guided reading etc. in K-12 classrooms, then meet with teachers for debriefing and questions.
- Work with teachers in Grades 2 and 3 to make plans for "bridging" the gap between the primary and intermediate grades.
- Work with special education colleagues to plan interventions for an individual student, AYP approaches, and assessment for eligible students
- Work with administration, and teachers to develop modified Data Team protocols to use at grade level/department meetings, using student work/formative assessments
- Work with grade level teams to design ways to use current assessment information and other data to plan Tier 1, 2, and 3 supports, set targets and monitor progress.

**Model B:** *Site-support visits provide support to individuals and LLI members as a group in the context of school-wide or district-wide collaboration.*

- Develop classroom-based assessment schedules and tools
- Meet with Literacy Leadership team K-12 to consider various roles and challenges, and construct a framework to support and define literacy leadership in the district.
- Develop school wide strategies for a common element of an action plan e.g., strengthening vocabulary, fluency, or comprehension.
- Develop plans for stronger collaboration between classroom and specialists
- Develop standards of practice for the literacy block
- Develop guidelines for using on-demand writing assessments across the SU
- Meet with middle school members to review current word study program (vocabulary & spelling) and develop new strategies for implementing developmental word study approach.

**Model C:** *This model is designed with school or district leadership to provide technical assistance and/or professional development with a specific focus for the school or district over the course of 3-8 days across the year. The specific area of focus needs to be determined at the time of the application collaboratively with school/district representatives and an LLI coordinator before the application is submitted on March 31<sup>st</sup>. If you are thinking about submitting a Model C Plan, it is important that you contact Sue or Jane by **March 1** in order to develop the plan, it's specific outcomes, and to determine the time requirements of the project.*

- Develop Reading or Writing Curriculum K-8
- Develop structures and timelines for getting data teams up and running
- Develop structures for vertical cross-grade-level communication (e.g., mapping units of study across the year and comparing them across grades to check for alignment)
- Implementing a new school-wide or district-wide reading assessment
- Work with administrators to increase knowledge of "good first literacy instruction" and strategies for classroom observations
- Develop district-wide strategies for a common element of an action plan: e.g., strengthening vocabulary, fluency, or comprehension
- Planning and implementing components of a comprehensive intervention model
- Supporting RtI planning to align instruction across classroom and interventions

