

Local Level Matrix for Comprehensive Literacy Planning

Birth-Age 5

Component	Key Strategies	Recommended Resources to Link to Matrix Strategies
<p>Shared and Strength-based Leadership</p>	<ul style="list-style-type: none"> ● Establish a literacy leadership team that will: <ul style="list-style-type: none"> ○ Include varied members from the school and wider community who are knowledgeable of current literacy research and best practices, (librarians, town gov't office, local private programs, outside agencies, United Way, Raising Readers, foster grandparents, school & district admin. Educators, early care educators, etc.). ○ Conduct a needs assessment to identify literacy related strengths and needs to address. ○ Create, implement and monitor a local level literacy improvement plan that includes a clear vision/mission; short- and long-term goals, and key strategies for reaching goals. ○ Meet regularly to develop and oversee plan implementation, maintain focus, track progress, and celebrate successes. 	<p>Community literacy needs assessment tool, A quick guide to community literacy needs assessments. Use this to better understand and navigate the who, why and what of local community literacy needs.</p> <p>4 steps to creating a literacy leadership team, Suggestions for creating an effective literacy team at the school level.</p> <p>Literacy Leadership Brief: What Effective Pre-K Literacy Instruction Looks Like, A brief describing how literacy learning begins and strategies to continue learning later on.</p> <p>Literacy Leadership Brief: Principals as Literacy Leaders, Strategies and encouragement for principal leaders.</p> <p>Leadership at All Levels, A PowerPoint presentation to help advance the field through individual and organizational leadership.</p> <p>Leadership Self-Assessment, The CEELo Leadership Self-Assessment is designed for early education professionals to assess their current knowledge, skills and beliefs related to individual and collective leadership, and to maximize resources and activities found in the CEELo Leadership Toolkit.</p>
	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What should the makeup of the leadership literacy team include? Who is at the table and who isn't at the table but should be? 	

	<ul style="list-style-type: none"> ● What tasks should be accomplished? ● How does the leadership team guide efforts to improve literacy instruction? ● What is there in the current literacy work and what is missing? ● Is the leadership team using a data informed plan for improving literacy instruction? ● What are leaders currently doing to support literacy achievement? ● What is the leadership team doing to facilitate communication? ● Is there ongoing coaching on evidence-based literacy instruction? ● Are the needs and mental well-being of the educators being taken into consideration as the plan is implemented and developed? ● Do members of the leadership team represent a range of expertise and pertinent perspectives? ● Is the team composed of a wide variety of expertise in literacy topics and developmental representations?
<p>Standards-Aligned, Evidence-Based Instruction</p>	<ul style="list-style-type: none"> ● Familiarize educators and families with the language and literacy components of Maine’s Early Learning and Development Standards (MELDS). ● Research and adopt literacy-rich instructional programming (e.g., Pre-K for ME) that is: <ul style="list-style-type: none"> ○ Aligned to MELDS ○ Reflective of foundational language and literacy components in the 0-5 span ○ Built around evidence-based literacy practices ○ Content integrated ○ Culturally responsive ● Provide exemplars of lessons/students’ work samples that align to standards to build clarity around intended learning related to each standard. ● Provide parent-friendly opportunities for families to observe and gather information around instruction and developmentally appropriate practices, including parent reports that are aligned to the MELDS. <p>Infant and Toddler Maine Early Learning and Development Standards, A guide for state and local early childhood educators’ efforts to improve practice and programs for young children during their infant and toddler years.</p> <p>Maine's Early Learning and Development Standards, A guide for state and local early childhood educators’ efforts to improve practice and programs for young children during their preschool years.</p> <p>Curriculum Consumer Report, This online Curriculum Consumer Report provides review summaries and ratings of comprehensive infant and toddler, preschool, and home-based curricula.</p> <p>Early Literacy: Policy and Practice in the Preschool Years This article ties together research that emphasizes evidence-based practice to guide curriculum adoption and the evaluation of curriculum effectiveness. practices.</p>

	<ul style="list-style-type: none"> ● Assure teachers have professional learning in instructional use as well as ample prep time to prepare instructional materials and aligned lessons. 	<p>The Head Start Early Learning Outcomes Framework (ELOF) This guide shows what domain-specific, effective teaching practices look like in early learning settings. It also helps staff reflect on and improve their teaching practices.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we ensure that our literacy practices are aligned with Maine’s Early Learning and Development Standards, (MELDS)? ● What is our process for adopting evidence-based instruction aligned to MELDS? ● Are the essential elements of literacy at the B-5 span incorporated in/addressed by the instructional programming? ● Is instruction culturally responsive? Does it integrate literacy across content areas? ● Does instructional programming provide guidance for building a literacy rich environment? 		
<p>Multi-Tiered Systems of Support</p>	<ul style="list-style-type: none"> ● Implement an MTSS framework: <ul style="list-style-type: none"> ○ Review/collect exemplar MTSS models, approaches, and research specific to 0-5 age span. ○ Create MTSS guidance for differentiated approaches based on developmental trajectories and best practice. ○ Incorporate evidence-based instructional literacy practices across tiers of intervention, including core instruction (Tier 1) for all students and differentiated tiers for students who need additional support. ○ Use ongoing assessment to inform differentiated instruction to meet all student needs. ○ Identify early-intervention service providers for support and referral. 	<p>Multi-Tiered Systems of Support This link is to the Maine Department of Education’s MTSS information page.</p> <p>Center on Multi-Tiered Systems of Support, This site contains tools and resources to support planning for success, implementation, and sustaining and expanding implementation.</p> <p>The Head Start Early Learning Outcomes Framework (ELOF) This guide shows what domain-specific, effective teaching practices look like in early learning settings. It also helps staff reflect on and improve their teaching practices.</p>
<p>Essential Questions:</p>		

	<ul style="list-style-type: none"> ● How do we ensure that the literacy strategies and instruction are meeting the needs of all students? ● How are resources and instructional strategies chosen and evaluated for effectiveness? ● Is literacy instruction evidence-based? ● Are resources evidence-based? ● Are high impact instructional strategies being used? ● Are all MTSS components included: <ol style="list-style-type: none"> 1. Strong shared leadership? 2. Levels of support? 3. Creative problem solving? 4. Evidence based practices? 5. Parent and community involvement? ● Are IEP goals and supports in place if necessary? 	
<p>Balanced Assessment Systems</p>	<ul style="list-style-type: none"> ● Select valid and reliable formative and summative assessments as part of a balanced assessment system to monitor progress towards literacy benchmarks that are aligned with the literacy standards. ● Assure young children are receiving routine screening, progress monitoring, observations, and feedback. <ul style="list-style-type: none"> ○ Determine results of assessments in a timely fashion and provide information and support to educators and families by collecting data and making timely data informed decisions. ○ Encourage well-child visits to incorporate literacy related indicators of development. ● Develop knowledge and skills of all stakeholders to interpret and use assessment data. ● Allow students to demonstrate learning through varied systems and modalities (including digital platforms) to show proficiency of standards knowledge. 	<p>Meaningful Assessment and Documentation, This article describes authentic forms of observation and assessment for collecting data that informs decisions about improvement plans and goal setting.</p> <p>Formative Assessment: Guidance For Early Childhood Policymakers, This policy report provides a guide and framework to early childhood policy makers considering formative assessment. The report defines formative assessment and outlines its process and application in the context of early childhood.</p> <p>Measuring Child Outcomes in the Early Years, This brief provides information to inform decision-making regarding the assessment of young children’s learning, development, and wellbeing (LDWB) for state and national assessments designed to influence early childhood education (ECE) policy and practice.</p>
<p>Essential Questions:</p>		

	<ul style="list-style-type: none"> ● Is there a literacy assessment plan? ● Are assessment systems effective and coherent in community-based settings? ● Is there an ongoing balance of formative and summative assessment? ● How are school and district decisions made regarding formative and summative assessment? ● How do schools determine assessment calendar placement and frequency of assessment? How do schools determine growth and determine student goals? ● Is assessment data being used to look at and determine the impact of literacy instruction?
Job-Embedded Professional Learning	<ul style="list-style-type: none"> ● Provide professional learning that is ongoing, aligned with program literacy goals and supportive of student and practitioner needs. ● Include opportunities for teachers to receive productive feedback through peer mentoring and coaching. ● Design and engage in professional learning that models use of formative and summative assessment is data to improve student learning. ● Utilize Maine Roads to Quality’s District Coordinators and professional learning resources to support private providers. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Maine DOE Literacy Professional Development Webinar Library This library houses numerous literacy-based professional development recordings from staff at the Maine Department of Education.</p> <p>Job-Embedded Professional Learning Essential to Improving Teaching and Learning in Early Education, This paper is informed by the Ounce of Prevention Fund’s Professional Development Intervention for early childhood professionals.</p> <p>Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well, In this Issue Brief, the National Comprehensive Center for Teacher Quality (TQ Center) answers these important questions with a focus on job-embedded professional development for teachers.</p> </div> <div style="width: 50%;"></div> </div>
	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Are all stakeholders considered when making decisions about professional learning? ● Are the needs and mental well-being of the educators being taken into consideration as professional learning is being planned, developed and offered? ● Is data analysis used as a part of decision making about professional learning? ● Is professional learning designed to be inclusive of the entire school and community? ● Is professional learning based on a shared vision of the literacy leadership team and school/district? ● Is there a connection between professional learning and evidence of literacy success and areas of weakness? ● Is professional learning job-embedded?

	<ul style="list-style-type: none"> ● Is the intensity and duration of the professional learning sufficient to lead to impactful, positive changes in student literacy growth (not haphazard or one and done)?
<p>Supportive Family and Community Engagement</p>	<ul style="list-style-type: none"> ● Develop community connections and literacy partnerships that incorporate methods of working with public libraries and other community resources/agencies (i.e., churches) to build literacy education efforts and to enhance opportunities. ● Provide opportunities for students in schools to engage in literacy activities (read and write) with members of the community. ● Utilize mainstream media to promote and encourage literacy learning and available opportunities. ● Develop staff and community awareness of cultural differences and barriers. ● Enhance “school as hub” mentality to connect early childhood initiatives with school age initiatives. <p>Family Engagement and Cultural Responsiveness, This link is to the DOE homepage of the Family Engagement and Cultural Responsiveness Specialist.</p> <p>Language-Focused Family Engagement, Family engagement practices that target families of multilingual learners should include language learning and development that occur in and out of school.</p> <p>Seven Research-Based Ways That Families Promote Early Literacy, Global Family Research Project introduces a series of research-to-practice reviews laying out high-leverage areas for family engagement.</p> <p>Family Engagement Toolkit, Easy-to-use resources and tools to help apply family engagement recommendations to communications.</p> <p>National Association for Family, School, and Community Engagement (NAFSCE), Homepage for the NAFSCE who is focused solely on advancing family, school, and community engagement.</p> <p>Head Start Parent, Family, and Community Engagement Framework, The Head Start Parent, Family, and Community Engagement (PFCE) Framework provides programs with a research-based, organizational guide for implementing Head Start Program Performance Standards for parent, family, and community engagement.</p> <p>Family Literacy Coaching: Partnering With Parents for Reading Success, Summary of study that taught participating parents to</p>

		<p>be literacy coaches for their children in order to enhance read-aloud experiences and to become more effective in helping their children with reading. Findings showed highly positive results evidenced by parent-child interactions.</p> <p>First 10: Schools and Communities in Maine, First 10 Schools and Communities are “partnerships of school districts, elementary schools, early childhood programs, and community partners that come together to work on improving teaching, learning, and care for young children and their families.”</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is family and community engagement authentic and ongoing? ● Is family and community engagement representative of a diverse population? ● How do programs and practices engage families and partners? ● Do we encourage shared responsibility for literacy? ● Consider Epstein’s 6 types of involvement: <ul style="list-style-type: none"> ○ Parenting, ○ Communicating ○ Volunteering ○ Learning at Home ○ School decision making ○ Collaborating with the community. 		