

Leadership Practices to Reach All Learners

To learn deeply, students need to feel a sense of belonging and trust while being academically challenged with meaningful work. Educators foster belonging by setting high expectations, ensuring relevance in learning and providing responsive support. By prioritizing these practices, school leaders can support inclusive environments and effective practices that support literacy achievement for all learners.

PRACTICE: Build systems to support effective core instruction.

Core + More describes the essence of a Multi-tiered System of Support (MTSS), designed to be responsive to each learner, ensuring that every student receives strong core instruction and gets specific targeted skill instruction as needed. Leaders can support effective core instruction for all learners, including multilingual learners and students with disabilities, by improving the systems that help educators address students' unique needs.

Ways to enact the practice:

- Incorporate formative assessment practices that facilitate feedback and literacy instruction adjustment.
- Build schoolwide schedules that ensure all students have consistent access to core instruction and dedicated time to receive the support they need.
- Provide professional learning on using high-quality instructional materials for all learners.
- Offer time for general education, special education, multilingual learner specialists and interventionists to collaboratively plan disciplinary literacy instruction.

EXAMPLE: *A principal creates a schedule that centers the needs of all learners with daily differentiated intervention blocks. This change allows teachers to collaborate regularly, design lessons with high levels of scaffolding to support all learners in literacy development and ensure the consistent application of interventions.*

PRACTICE: Build systems to support multilingual learners.

Integrating language, literacy and content skills across all subjects is crucial for multilingual learners, particularly those in English-only settings. They should receive extra support without losing access to grade-level learning.

Ways to enact the practice:

- Implement co-teaching models and integrated English language development (ELD) instruction.
- Dedicate time and resources for content-area teachers and multilingual learner specialists to work collaboratively using Oregon's English language proficiency standards.
- Create opportunities for teachers to learn how to support the unique needs of each multilingual student.

EXAMPLE: *An instructional coach teams with a social science teacher and a multilingual learner specialist to pilot co-teaching practices. They co-plan geography lessons and while co-teaching, the teacher leads discussions while the specialist supports newcomer students. They assess students' content understanding and language skills and use data to plan next steps.*

PRACTICE: Build systems to support students experiencing literacy difficulties and disabilities.

Students experiencing disabilities deserve the opportunity to engage with the standard curriculum as fully as possible. With appropriate supports, most students, regardless of disability status, can experience meaningful learning in general education classrooms. That said, some students will need literacy instruction that is more specialized, systematic, and directly targeted to their specific needs.

Ways to enact the practice:

- Create and monitor an early indicator system that uses attendance, behavior and academic progress data.
- Structure interventions to ensure students have access to grade-level literacy content and targeted interventions.
- Ensure screeners, diagnostic and progress monitoring assessments are high-quality and provide professional learning to support educators to use data effectively to support learning.

EXAMPLE: *In a 6th grade science class, a teacher observes a student struggling with the complexity of the course material. Noting the student's difficulties, the teacher requests an interventionist to conduct diagnostic assessments. These assessments pinpoint challenges in the student's comprehension and vocabulary skills. Based on the findings, it is determined that the student should receive targeted intervention to address these specific needs while still engaging in grade-level core instruction.*



Questions for teachers reflecting on and discussing their practice:

- What might an environment that is representative of all identities, experiences and perspectives of the students and families in their schools look like, sound like and feel like?
- Within your context, how might you provide opportunities for educators to learn more about supporting all learners?
- Within your context, how might you create schedules that better prioritize the learning needs of all students and educators?

Download [Oregon's Adolescent Literacy Framework](#) to learn more about how leaders can support classroom literacy instruction.