



TAMPA BAY LITERACY LEADERSHIP COLLABORATIVE

A Professional Development Series for Educators



UNIVERSITY of
SOUTH FLORIDA

College of Education

David C. Anchin Center for
the Advancement of Teaching



Your school district is invited to participate in the Tampa Bay Literacy Leadership Collaborative through the David C. Anchin Center for the Advancement of Teaching at the University of South Florida.

The Literacy Leadership Collaborative will be a multi-district team of literacy leaders working together to harness the power of evidence-based, equitable instructional practices while implementing the Florida B.E.S.T. standards and a newly adopted curriculum to accelerate literacy achievement for each student in their district.

Each session (9 total) takes place on Thursday Evenings from 6:00 – 8:00 p.m.

Dinner Served at 5:30 p.m.

2021-2022

**Aug. 26 / Sep. 16 / Oct. 07 / Oct. 28 /
Nov. 18 / Dec. 09 / Jan. 13 / Feb. 03 /
Feb. 24**

Who is Invited?

The Anchin Center's seven partner districts are invited to attend: Hillsborough, Pasco, Pinellas, Polk, Hernando, Sarasota, and Manatee. Each district is welcome to send up to six literacy leaders to attend. These leaders include principals, district literacy specialists, literacy coaches, or teacher leaders.

Cost \$495 per participant

Registration fee includes

- All nine sessions
- A complimentary dinner
- On-campus parking at USF's Tampa campus



Meet the Presenter:

Angela Schroden, Ed.D.

Angela Schroden earned her Ed.D. from the University of South Florida in 2011 with a focus on principals as instructional leaders. She's studied leadership content knowledge in literacy and the connection between content knowledge and actions taken to support teachers. Angela's career began in Hillsborough County Public Schools, the 7th largest school district in the nation, where she worked at all levels of the school system as a classroom teacher, literacy coach, assistant principal and as part of a district level literacy team. She currently works with school districts around the country to develop effective literacy programs and create sustainable systems of practice. Dr. Schroden is also an adjunct instructor in the Educational Leadership and Policy Studies department at USF.



INSTRUCTIONAL CORE

Description

In simplest terms, the instructional core is the teacher and the student in the presence of content. It is the tasks and practices students are asked to do in their classrooms. Elmore (2005) argues, if you want to know how well your students are learning and predict end-of-year growth, look at the work they do each day. In other words, the work students are asked to do daily exactly predicts their end-of-year performance.

When students are engaged daily in interesting, complex, authentic literacy tasks requiring deep thinking, application, synthesis and transfer of knowledge, receiving feedback from others, and opportunities to share their learning with an audience in a supportive environment; you can expect students at the end of the year to think deeply about content, connect information and knowledge across subject areas, and seek opportunities to share their learning.

Equity Lens

- Do all children/students in our schools have access to an instructional core that is interesting, relevant, reflective of themselves, that acknowledges their culture?
- What data would we look at to ensure the instructional core is solid for all students? (e.g. work samples, observations, lesson study, etc.)



THE DANGER OF A SINGLE STORY

Description

The texts found in our classrooms can teach, unteach, reflect our humanity, open the world, and provide escape into new worlds. Leaders must be intentional in providing a depth and breadth of texts that create these experiences for all students.

“When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. Classrooms need to be places where all the children from all the cultures that make up American society can find their mirrors,” (Bishop, 1990)

Equity Lens

- How inclusive is the text and media you consume personally and professionally?
- Whose voices are centered in the texts that are taught in your classrooms? Whose voices are marginalized or missing?

(Ebarvia, 2019)



ACCESS AND CHOICE

Description

When students have access to great text, the likelihood they will immerse themselves in text increases dramatically. In a meta-analysis of classroom reading instruction, Guthrie and Humanek (2004) found that providing access to quality (interesting and appropriate) texts increased students' reading achievement three times greater than systematic phonics instruction. Three times greater!

Simply providing access to great books and allowing students to read them will increase students' desire to read which in turn increases their ability to read. That's an exponential return on the investment of a quality library with access to and choice of texts.

Equity Lens

- Do all students have access to quality text, choice of that text, and what does access and choice look like in the classroom?
- Are students who are historically under-represented receiving equal access and time to read quality text (as opposed to test prep and computerized programs)?
- Is literacy done to children or with children at your school?



TIME AND VOLUME

Description

Students that read approximately 33 minutes per day read over 2 million words a year and score in the 90th percentile on standardized tests. Increase the amount of reading time to an hour a day and the number of words read is over 4 million. The impact that increasing the amount of reading time and volume will have, not only on comprehension, but on vocabulary acquisition and writing, is exponential. Time and volume matter!

The cumulative effect of reading throughout the day has a significant impact that can't be overstated. Purposeful planning is the only way to ensure students have the time to read the volume of books they need to grow as readers. Nancie Atwell's provides this advice about the simplest and most powerful innovation she uses- time and choice. She observes, "Students choose the books they read. Because they decide, they engage. Because they engage, they experience the volume of committed practice that leads to stamina and excellence." Time and volume matter. We don't have time to not provide time for students to read.

Equity Lens

- How often do all children have time to engage in authentic literacy experiences?
- How much of a student's learning day is disconnected?
- How much of student learning happens in isolated experiences?



THE READING AND WRITING PROCESS

Description

For students to learn more about reading and writing and themselves as readers and writers, they need models of what the reading and writing process looks like authentically. It is critical that students see, on a regular basis, the messy processes a reader and writer experience when navigating both the surface level of text or taking a dive into deep understanding.

What we ask students to do when they are with us, is what they will most likely do when they leave us. If we want students to be thoughtful, strategic readers and writers, we must show them what thoughtful, strategic readers and writers do; what it looks like, sounds like, and feels like.

Equity Lens

- How is literacy considered through the lens of the cultures your school serves?
- How often is inclusive thinking demonstrated when discussing decisions about and responding to texts?
- How does teaching change based on what students need?



AUTHENTIC LITERACY AND ASSESSMENT

Description

What's the first thing you want to do after you read a compelling text? I knew it. You want to take a test on it, right? No? Neither do our students.

Children are looking for authenticity—real purposes to read and write, partners with whom they can share their real thinking, and real audiences to hear their writing. How do you know the difference between an authentic task and school task? If you can't find it in the real world, it is probably a school task.

Book review? *Authentic.*

Book report? *School.*

Participating in a book club? *Authentic.*

Writing a summary of everything you read? *School.*

Blogging about your learning? *Authentic.*

Completing a packet about your learning? *School.*

Authenticity is a magnet for students. It is what drives them to work harder, with more detail, and to care more about their learning. When students understand someone values their thinking, is listening to their thoughts about text, and wants to hear what they've written, magic happens. Interacting with texts authentically, on a regular basis, promotes the habits of mind we want for all our children and our citizenry.

Equity Lens

- What texts, genres and authors are privileged in the classrooms and lessons in your school?
- How do you model respectful and asset-based language versus deficit language to describe students and student learning?





TALKING, TASKS AND TECHNOLOGY

Description

A majority of what we learn in an academic environment is learned through observing and interacting with others. Students acquire more knowledge and skill when they can talk about what they've read, ask questions, work on authentic literacy tasks, and use technology to create—not just to consume. Building classroom cultures that harness the power of social interaction through talk, tasks and technology are classrooms that accelerate literacy and knowledge acquisition.

Equity Lens

- How equitable are classroom discussions? In what ways are all student voices heard?
- How are classroom conversations scaffolded to encourage honest, critical and courageous conversations?
- What types of reading and writing are privileged?



JOY AND PLEASURE

Description

There is a spectrum of ability, personality, interests, and emotions found in the children entering our classrooms. What they all have in common is an innate desire for experiencing joy and pleasure. Humans are drawn to pleasurable experiences and withdraw from experiences that cause pain, embarrassment, or repeated failure.

Creating pleasurable literacy experiences isn't a "nice-to-have" in classrooms it is a bedrock of a quality literacy learning experience.

What does research show about joy and pleasure in the classroom? Rock (2013) co-founder of the NeuroLeadership Institute reminds us, "Interest, happiness, joy and desire are approach emotions. This state is one of increased dopamine levels, important for interest and learning...and the ideal learning scenario!"

Equity Lens

- In what ways do students find joy and pleasure during the school day?
- How are students interests and strengths used to plan literacy experiences?
- What kinds of opportunities do students have to share feedback about their learning experiences?

For more information, contact:

Rachel Hatten

Director of Professional Development

rachelhatten@usf.edu // 813-974-5959



UNIVERSITY of
SOUTH FLORIDA

College of Education

David C. Anchin Center for
the Advancement of Teaching