



Implementation Guide

for Age 0 to School Entry

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Age 0 to School Entry

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) asks early childhood education sites to establish site/campus-based leadership teams. These teams will guide efforts to improve early learning and development for infants and toddlers, and language and pre-literacy development for preschool children. Teams will include site leaders, instructional coaches, teachers, preschool educators, and others who impact learning and pre-literacy development at the schools. The site/campus-based leadership team is responsible for creating or revising a data-informed plan for improving language and pre-literacy instruction. This plan expresses the school's goals and initiatives and is informed by multiple sources of data, state guidelines, and validated research. Throughout the TSLP, the site/campus-based leadership team is asked to support the use of language and pre-literacy practices outlined in the *Action Steps* and *Indicators* of each component.

The Leadership component also includes *Action Steps* focused on other key areas related to leading quality language and pre-literacy instruction and improvement. These include ensuring all children receive instruction aligned to their individual strengths and needs, providing instructional leadership for evidence-based instruction, supporting communication between school and families, and partnering with community organizations to coordinate resources that support child development.

Leadership Action Steps: Age 0 to School Entry

- L1.** Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.
- L2.** Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.
- L3.** Create and implement a data-informed plan for improving language and pre-literacy instruction.
- L4.** Provide instructional leadership and support for evidence-based language and pre-literacy instruction.
- L5.** Facilitate communication between school and families to support language and pre-literacy development.
- L6.** Partner with community organizations to coordinate resources that support child development.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other site/campus leaders plan to:	Administrators and other site/campus leaders begin to:	The site/campus-based leadership team meets regularly , allowing members to:	The site/campus-based leadership team has met regularly for more than a year . The site/campus-based leadership team and administrators continue to:
Form a site/campus-based leadership team made up of members knowledgeable in various aspects of language and pre-literacy development. Create a meeting schedule.	Determine and communicate roles and responsibilities for each team member with the focus on improving language and pre-literacy development for all children. Create a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.
Identify data that can be used to guide efforts to improve language and pre-literacy instruction.	Hold site/campus-based leadership team meetings to collect and examine data to determine language and pre-literacy strengths and needs.	Collect and examine data to guide efforts to improve language and pre-literacy instruction.	Collect and examine data to guide and adjust efforts to improve language and pre-literacy instruction.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
Identify procedures for communication between site/campus-based leadership team and instructional staff.	Encourage communication between the site/campus-based leadership team and instructional staff.	Communicate with instructional staff.	Communicate with instructional staff.
Assess needs for and plan professional development that supports the site/campus-based leadership team’s deeper understanding of language and pre-literacy instruction.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction.	Reassess needs for and participate in professional growth opportunities that are matched to site/campus-based leadership team members’ individual needs.
Sample Evidence			
<p>A list of site/campus-based team members</p> <p>A list of roles and responsibilities for each site/campus-based team member</p> <p>Procedures for communicating with instructional staff</p> <p>Plan to address team member turnover</p>			

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Language and pre-literacy instruction that is aligned to children’s individual strengths and needs is in place for all children. Site/campus-based leadership team and administrators routinely :	Language and pre-literacy instruction that is aligned to children’s individual strengths and needs has been in place for more than a year . Site/campus-based leadership team and administrators continue to:
Establish ways to identify children’s strengths and needs.	Support instructional staff in planning instruction that targets the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.
Consider additional resources that can be used along with the language and pre-literacy programs or curriculum to target individual strengths and needs.	Support instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor the planning and use of the additional resources to target individual strengths and needs. Evaluate the effectiveness of the additional resources and make changes as needed.
Assess needs for and plan professional development on	Provide and participate in professional development	Reassess needs for, provide, and participate in professional	Reassess needs for, provide and participate in professional

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
providing language and pre-literacy instruction that targets individual strengths and needs.	on language and pre-literacy instruction that targets individual strengths and needs.	development on language and pre-literacy instruction that targets individual strengths and needs.	growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
<p>List of language and pre-literacy curriculum resources</p> <p>Procedure for identifying strengths and needs of children</p> <p>List of additional resources</p> <p>Lesson plans that reflect use of small groups and individual instruction</p> <p>Written timeline for professional development and monitoring instruction that may include</p> <ul style="list-style-type: none"> • professional development topics, including use of curriculum resources; • the date, time, and names of people responsible for professional development (delivering, monitoring instruction, and implementation); and • a schedule for professional development follow-up (for existing and new instructional staff) 			

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L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	A fully developed data-informed plan for improving language and pre-literacy instruction is in place . Administrators and instructional staff routinely :	A fully developed data-informed plan for improving language and pre-literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Review data and state guidelines and gather input from instructional staff to determine the focus of the data-informed plan for improving language and pre-literacy instruction.	Write and share a data-informed plan for improving language and pre-literacy instruction that <ul style="list-style-type: none"> • uses data to identify children’s language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; 	Carry out the data-informed plan for improving language and literacy instruction that <ul style="list-style-type: none"> • uses data to identify children’s language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; 	Carry out and evaluate the data-informed plan for improving language and pre-literacy. Make changes in targeted actions and resources as needed.

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L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
	<ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. 	<ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. 	
Assess needs for and plan professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Provide and participate in professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional development that supports the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Data-informed plan for improving language and pre-literacy instruction, including professional development to be provided Data sources			

Leadership: Age 0 to School Entry			
L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Strong instructional leadership on evidence-based language and pre-literacy instruction is in place . The site/campus-based leadership team and administrators routinely :	Strong instructional leadership on evidence-based language and pre-literacy instruction has been in place for more than a year . The site/campus-based leadership team and administrators continue to:
Develop expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Communicate to instructional staff the expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.
Develop procedures and identify tools for observation of language and pre-literacy instruction.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback. Assess and adjust observation tools and procedures as needed.

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L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
Create a schedule and establish procedures for regular meetings with instructional staff to discuss data.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.
Assess needs for and plan professional development for administrators to deepen understanding of language and pre-literacy instruction and the role of a leader.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Reassess needs for and participate in professional growth opportunities that are matched to individual needs.
Sample Evidence			
<p>Written list of expectations for language and pre-literacy instruction to share with instructional staff</p> <p>Written procedures for observation of language and pre-literacy instruction</p> <p>Observation schedule and tools</p> <p>Schedule for data meetings</p> <p>Written procedures for reviewing data</p> <p>Professional development plan for administrators</p> <p>Agenda, minutes, and sign-in sheets</p>			

Leadership: Age 0 to School Entry			
L5. Facilitate communication between school and families to support language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Communication between school and families is in place to support language and pre-literacy development. The administrators and instructional staff routinely :	Communication between school and families has been in place for more than a year to support language and pre-literacy development. The administrators and instructional staff continue to:
Set expectations and determine ways to develop strong relationships with parents and families.	Communicate expectations to teachers and share ways for them to develop strong relationships with parents and families.	Interact positively with parents and families to strengthen relationships.	Interact positively with parents and families to strengthen relationships.
Identify ways to gather information from parents and families about their child’s development.	Gather and use information from parents and families about their child’s development to support language and pre-literacy instruction.	Use information from parents and families about their child’s development to support language and pre-literacy instruction.	Use information from parents and families about their child’s development to support language and pre-literacy instruction.
Identify ways to share information about language and pre-literacy development with parents and families in	Share information about language and pre-literacy development with parents and families in languages they	Communicate with parents and families about language and pre-literacy development in languages they understand.	Communicate with parents and families about language and pre-literacy development in languages they understand.

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L5. Facilitate communication between school and families to support language and pre-literacy development.			
languages they understand.	understand.		
Sample Evidence			
<p>Written list of expectations for positive interactions with parents and families</p> <p>Examples, models, or documentation of communication tools, such as</p> <ul style="list-style-type: none"> • newsletters; • daily reports; • phone calls; • email; • parent surveys; and • parent teacher conferences 			

Leadership: Age 0 to School Entry			
L6. Partner with community organizations to coordinate resources that support child development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Partnerships with community organizations are in place to coordinate resources that support child development. Administrators and the site/campus-based leadership team routinely :	Partnerships with community organizations have been in place to coordinate resources that support child development for more than a year . The site/campus-based leadership team and administrators continue to:
Identify child development needs and opportunities through tools such as family surveys, observations and/or assessment data.	Identify and prioritize child development needs and opportunities.	Assess and prioritize child development needs and opportunities.	Reassess and prioritize child development needs and opportunities.
Locate community organizations that support child development needs and opportunities and establish partnerships.	Plan for children and families to access services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships. Gather feedback from parents and families and make changes as needed.

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L6. Partner with community organizations to coordinate resources that support child development.
Sample Evidence
<p>Tools for identifying needs and opportunities, such as</p> <ul style="list-style-type: none"> • parent surveys; • teacher surveys; • observations; • developmental assessments; and • state guidelines <p>Prioritized list of child development needs and opportunities</p> <p>List of community organizations and resources that support needs and opportunities</p> <p>Documentation of communication between partners</p> <p>Tools for gathering feedback from parents and families, such as</p> <ul style="list-style-type: none"> • parent surveys; • phone log; • notes from informal interviews or face-to-face communication; and • email <p>Agendas, sign-in sheets, or other documentation of services and opportunities provided to parents, families, and children</p>