



pennsylvania
DEPARTMENT OF EDUCATION

Section B. Recommendations for Action

Section B provides a summary of each guiding principle, including guidance for the various entities that support literacy education.

Guiding Principle 1 – Literacy as a Critical Foundation for All Learning

Regional Support Agencies:

- Promote professional learning activities that deepen educators' understanding of the Pennsylvania State Literacy Plan, PA Core Standards, and available resources at the state level.
- Provide professional learning opportunities that assist teachers in developing and implementing the very best literacy instruction for students in PA schools.
- Continue to improve the quality resources that are available for schools in the areas of literacy.

Districts and Charter Schools:

- Develop literacy programs based on a needs assessment process; programs are coherent, aligned vertically and horizontally, and shared by all.
- Provide educators with professional learning experiences that develop their knowledge of evidence-based, rigorous instruction.
- Work with families or caregivers, early learning providers, caretakers, and communities to reinforce the importance of their roles in building language and literacy skills.
- Continue to sustain and build new partnerships with businesses, universities/colleges, community organizations.

Early Learning Providers:

- Seek opportunities to work with schools and families or caregivers to promote early language and literacy learning
- Provide young learners with the experiences, world knowledge, and dispositions needed to be successful literacy learners

Families or Caregivers:

- Provide children with the experiences, world knowledge, and dispositions needed to be successful literacy learners.

Community Agencies (e.g., libraries or community centers):

- Promote literacy for all constituents.
- Seek opportunities to partner with schools and families or caregivers to promote literacy learning.

Teacher Preparation Institutions:

- Provide instruction on the Pennsylvania State Literacy Plan, the PA Learning Standards for Early Childhood, PA Core Standards that guide education in PA schools.
- Establish partnerships with districts, charter schools, and early learning providers.



Section A. Recommendations for Action

Guiding Principle 2 – Diversity

Regional Support Entities:

- Produce and disseminate materials and resources useful in developing curricular and instructional approaches to address the needs of diverse learners.

Districts and Charter Schools:

- Provide professional learning experiences to develop awareness and appreciation for diversity that exists in schools.
- Provide professional learning to develop culturally responsive curriculum and instruction that addresses the diverse needs of their students.
- Ensure that students have access to experiences that value their cultural diversity and experiences.

Early Learning Providers:

- Provide professional learning experiences to develop awareness and appreciation for diversity that exists in schools.
- Provide professional learning to develop culturally responsive curriculum and instruction that addresses the diverse needs of their students.
- Ensure that students have access to experiences that value their cultural diversity and experiences.
- Include information about family background and culture in transition materials sent to schools.

Families or Caregivers:

- Share cultural experiences through participation in various school events.
- Continue to explain and model pride in culture and language.

Community Agencies (libraries, community centers, businesses):

- Provide opportunities for families or caregivers to share their cultural experiences and orientations.
- Develop programs at libraries and other institutions that support literacy learning of families or caregivers (e.g., teaching English to immigrants who are English learners).

Teacher Preparation Programs:

- Develop programs that help teacher candidates understand diversity as a strength in schools.
- Build each candidate's knowledge about culturally responsive curriculum, materials, and instructional approaches.
- Create experiences for teacher candidates to become aware of diverse literature and authors.
- Place pre-service teachers in field practica that are culturally, linguistically, and/or socioeconomically diverse.



Section A. Recommendations for Action

Guiding Principle 3 – High Expectations

Regional Support Entities:

- Produce and disseminate materials and resources to support an understanding of the relationship between high expectations and student learning.
- Provide resources and learning experiences to develop a deeper understanding of assessments and how to interpret and use results to set high expectations for learners.
- Organize professional learning experiences that support the efforts of districts to develop well-articulated literacy programs that show evidence of alignment and coherence between general and compensatory programs. The Multi-Tiered System of Support (MTSS) provides a valuable resource for state-wide professional learning experiences.

Districts and Charter Schools:

- Produce and disseminate materials and resources to support an understanding of the relationship between high expectations and student learning.
- Provide professional learning experiences for teachers focused on the need for high expectations for all students and that illustrate the relationship between having high expectations and student success with literacy learning.
- Develop a culture in the district and its schools that demonstrates a belief that *all students can learn*.

Early Learning Providers:

- Share data about students' strengths and needs in transition materials to receiving schools.
- Provide professional learning experiences for teachers focused on the need for high expectations for all students and that illustrate the relationship between having high expectations and student success with language and literacy learning.

Families or Caregivers:

- Reinforce the strengths that your children possess.
- Communicate on a regular basis with the school to help them understand the unique capabilities of your children.

Community Agencies (libraries, community centers, businesses):

- Consult the PDE website and OCDEL for specific ideas about how to work with families or caregivers and schools to enhance the notion of high expectations for all students.

Teacher Preparation Programs:

- Develop programs that help teacher candidates understand the importance of high expectations in helping students achieve high literacy success.
- Place pre-service teachers with cooperating teachers who model and demonstrate high expectations for all students.



Section A. Recommendations for Action

Guiding Principle 4 – Evidence-Based Decision Making

Regional Support Entities:

- Provide resources and professional learning experiences that inform educators about evidence-based decision making.
- Base decisions about literacy learning and teaching on the results of evidence.
- Assist in developing assessment policies that provide opportunities for obtaining data based on high level standards that include accommodations for ELs and those with disabilities.

Districts and Charter Schools:

- Use an evidence-based framework (e.g. Bernhardt’s Multiple Measures Model, 2013), to design a comprehensive and seamless assessment system for the district.
- Use the results of data to inform decisions about instructional strategies and interventions.
- Provide professional learning experiences for educators to develop an understanding of evidence-based decision-making for literacy instruction.
- Provide opportunities for teachers to understand data and instructional implications.
- Include all stakeholders when obtaining data for decision-making.

Early Learning Providers:

- Engage families or caregivers in data-informed dialogue to target and inform instructional decisions.
- Share data about students with districts and charter schools to assist them in making instructional decisions.

Families or Caregivers:

- Examine the data (e.g., report cards, test scores, evaluations) provided by other entities.
- Engage in conversations with children about the results of the assessment measures to support literacy growth.

Community Agencies (libraries, community agencies, businesses):

- Volunteer to support schools in their efforts to improve student literacy learning.

Teacher Preparation Programs:

- Develop programs for teacher candidates that enable them to understand the technical aspects of data collection, analyzing and interpreting data, and applying conclusions to instructional practice.
- Provide experiences that develop teacher candidates’ understanding of evidence-based interventions.



Section A. Recommendations for Action

Guiding Principle 5 – Professional Learning

Regional Support Entities:

- Provide school districts with the resources and supports they need to implement effective professional learning experiences for teachers in their schools.
- Encourage the use of 21st century strategies and technologies to design professional learning experiences.
- Work closely with professional organizations (e.g., Keystone State Reading Association, Learning Forward PA) to develop professional learning experiences for teachers.

Districts and Charter Schools:

- Develop a literacy leadership team to assist in the development of literacy program goals.
- Implement a needs assessment tool to determine school literacy professional learning needs.
- Develop common language and knowledge about literacy instruction and assessment (e.g., Learning Paths).
- Design a system-wide approach to professional learning to meet school and district literacy goals and provide multiple points of entry to meet various levels of knowledge.
- Provide the structure (time) and resources (personnel, materials) necessary for professional learning.
- Employ 21st century strategies and technologies to facilitate the implementation of professional learning activities.
- Include early learning educators in joint professional learning activities as a means of strengthening the alignment of literacy practices.

Early Learning Providers:

- Include district or charter school staff in joint professional learning activities to strengthen the alignment of developmentally appropriate language and literacy practices.
- Provide the structure (time) and resources (personnel, materials) necessary for professional learning.

Families and Community Agencies:

- Support the efforts of school districts to employ highly qualified teachers and literacy professionals.

Teacher Preparation Programs:

- Design programs that meet or exceed the standards set by the state and professional literacy organizations.
- Familiarize teacher candidates with the PaSLP, its guiding principles and essential elements.
- Introduce those in administrator and leadership programs with the contents of the PaSLP.