**Leadership for Literacy Expectations 2012-2013 Lutsel K’e Dene School**

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| PLC | Roles and Responsibilities |
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| **Leadership Team** | Weekly professional development – whole group and individualized |
|  | Weekly interdisciplinary planning time |
|  | Weekly meeting of Literacy Leadership Team |
|  | Classroom Walkthroughs every week |
|  | Planning support weekly |
|  | Class Reviews and CARS analysis before every reporting period. |
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| **Staff**  | Using formative assessments – SMART, Whole School Write, Reading levels and behaviours, Fountas & Pinnell Benchmarks, Class reviews, and daily classroom assessment. |
|  | Setting short term goals for individual students and whole classroom. |
|  | Maximize instructional time – 120 minutes of eyes to text daily. |
|  | Framing all lessons using the Task/Task Analysis/ Criteria/Tools (TTACT) model. |
|  | Clearly say, write and discuss the objective of each lesson with students – check for understanding |
|  | Incorporating research-based best practices through the Big 5 (Read Aloud, Shared Reading, Guided Reading (twice weekly), Independent Reading and Word Work) and SMART Learning (Connect, Process, Transform, and Reflect) extending it through the gradual release of responsibility |
|  | Short read aloud, shared read or word work in all subjects daily.  |
|  | Participating in PLCs for planning and professional development and T-M-P sessions with the Literacy Coach. |
|  | Set short term goals based on formative and summative assessments for every 8 week period - providing baseline and final data |
|  | Use of Math Checklists and hands on strategies (manipulatives etc) to ensure relevance and engagement in math |
|  | Ensure that regular parent contact is in place with good news and issues |
|  | Make improvement of student achievement in all subject areas and personal development your main focus  |
|  | Recommend students for interventions or referrals |
|  | Participate in Class Reviews before very reporting period. |
|  | Concentrate on Essential Learning Outcomes as identified in the NWT ELA, MATH and Science Curriculum continuums. Continue to develop ELOS in partnership with immediate grade level staff. |
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