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Content Literacy Continuum Expectations and Benefits

Virginia Department of Education State Personnel Development Grant  
*Adolescent Literacy Partnerships: Meeting the Needs of All Students*

The following expectations and benefits are for a school division and middle and high school in a feeder pattern interested in becoming a Content Literacy Continuum (CLC) demonstration site.

The following are benefits for divisions and schools within divisions:

1. Strategic Instruction Model (SIM) instructional materials for Learning Strategies and Content Enhancement Routines are provided at no cost.
2. Access to a state and national network of SIM professional developers that provide high quality professional development and coaching.
3. Access to the University of Kansas Center for Research on Learning, a nationally recognized center for research and development in the area of adolescent literacy.
4. Technology components such as online professional development support, an online coaching calendar, and online assessment tools are provided to support the implementation of the CLC and SIM.
5. GIST software to support classroom instruction in Content Enhancement Routines.
6. Free access to the *Teachscape* platform, an online professional development resource with modules on adolescent literacy.
7. Ongoing coaching and leadership in helping schools and divisions set up a school and systemwide literacy improvement model.

The following are expectations of divisions and schools within divisions:

1. The adoption and full-scale implementation of the CLC in a specified number of middle and high schools (as determined by a team of principals, division leaders, and project staff) in the division over a three-year period of time.
2. Make CLC a center piece of any school improvement initiative in the division and participating schools.
3. Establish Literacy Leadership Teams at each school site to be the mechanism for data-based decision making and literacy improvement. These teams will be composed of key administrators and teacher leaders.
4. Establishment of a CLC Leadership Team composed of division and building level members. This team will meet at least monthly to direct the divisionwide implementation of CLC.
5. Set, work toward, and evaluate progress in meeting annual performance targets in implementing CLC.
6. Development of a division accountability system linked to the five levels of the CLC.

7. Host periodic visits from personnel from other school divisions to observe the implementation of CLC and to serve as a resource for other divisions.
8. Support the necessary professional development time for the implementation of the five levels of the CLC including a SIM reading program, SLP supports, and ongoing coaching.