



Comprehensive Early Literacy Grant

Overview of Implementation Consultant Role & Responsibilities

ELG Literacy Instruction Requirements

Scientifically and Evidence-Based Instruction: Ensure that all instruction is scientifically and evidence-based, utilizing proven methods and strategies supported by research to enhance student learning and outcomes.

Comprehensive Assessment Plan: Ensure comprehensive assessment plan includes valid and reliable interim and diagnostic assessments, data protocols and analysis to inform instructional decision-making.

LET Alignment: Collaborate with the School Leadership Team (SLT) using the unaltered Literacy Evaluation Tool (LET) to assess progress on system-wide changes and development. Ensure coaching and practices are aligned with the LET measures.

UIP Alignment: Review UIP to ensure it is aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with a Significant Reading Deficiency (SRD).

Schedule Design: Review and adjust the school schedule to ensure a minimum of 90-minutes dedicated to literacy instruction each day and that literacy interventions are in addition to, not in lieu of, universal instruction.

Monitor Implementation: Regularly monitor the implementation of the literacy block and literacy interventions to ensure effectiveness.

Teacher Collaboration: Ensure that teachers understand the importance of the literacy block and are equipped with the necessary resources and training to maximize this time.

Flexibility: Allow for flexibility in how the 90-minutes are structured, provided the focus remains on effective literacy instruction.

MTSS Process: Ensure that the Multi-Tiered System of Supports (MTSS) framework is implemented effectively, providing targeted interventions based on student needs, regularly reviewing data, and adjusting instruction to support all learners, particularly those struggling with literacy.

Vertical Alignment: Establish and maintain vertical alignment between grades K-3 to ensure a cohesive and sequential progression of literacy instruction and skills development.



Site-based Literacy Consulting Support

Initial Meeting: Schedule and conduct an introductory meeting with school leaders to establish rapport, discuss mutual expectations, and outline the consultancy's role in the project.

Pre-School Year Meetings for New Grantees/Consultants: Schedule and meet with school leaders and teachers prior to the start of the grant, to build relationships and prepare staff for grant expectations.

Shared Goals: Collaborate with school leaders to ensure alignment on school goals, contributing to the development and implementation of a cohesive plan that supports both parties' objectives.

Monthly Schedule: Arrange and conduct *in-person* site visits at least once per month per school to maintain engagement and support. Virtual visits should supplement, not replace in-person site visits.

School Leadership Team (SLT): Establish a School Leadership Team (SLT) that includes, at a minimum, a district administrator, building administrator, kindergarten and/or first grade teacher, second and/or third grade teacher, a literacy coach, and an interventionist. Ensure the SLT meets in-person at least once a month to collaborate on key literacy initiatives.

School Leader Involvement: Ensure that school leaders are actively involved in SLT meetings to promote alignment, support instructional goals, and foster a collaborative approach to literacy improvement across the school. Develop a transition plan for leadership in the event principal changeover occurs.

Feedback Mechanism: Implement a continuous feedback process and maintain open communication with school leaders to enhance collaboration and address any issues promptly.

Ongoing Collaboration: Organize regular check-in meetings (weekly or bi-weekly) with school leaders to review progress, address challenges, and adjust strategies as needed.

Site Visit Reports: Complete and submit an ELG IC Onsite Visit Report after each site visit to document observations, feedback, and next steps.

Early Sustainability Planning: Assist schools in planning for sustainability by helping them think about how to maintain essential services and practices after grant funding ends, ensuring they have strategies and resources in place for long-term support.

Collaborative Evaluation of School Literacy Practices: School staff and consultants will work together to use the Literacy Evaluation Tool and other relevant resources or tools to assess and report on the effectiveness of school literacy practices, providing data-driven insights for continuous improvement.



Implementation Consultant Role and Expectations

Classroom Visits: Conduct regular classroom visits and walkthroughs to observe literacy instruction and provide constructive feedback to support and enhance teaching practices.

Consultant Role Definition to Teachers: Communicate clearly to teachers that the consultant's role is not to evaluate their job performance, but to support and improve instructional practices.

Professional Development: Deliver professional development sessions or workshops for teachers, focusing on literacy strategies and best practices to build their skills and knowledge. Attend CDE-required trainings, meetings, and webinars.

Coaching and Support: Provide coaching and support to teachers by observing their instruction, offering constructive, positive feedback, and guiding them in applying effective teaching strategies, while demonstrating an understanding of the unique challenges faced by their students.

Tailored Support: Differentiate support and professional development to accommodate the varying levels of experience and abilities amongst teachers.

Active Collaboration with Literacy Coaches: Collaborate regularly with literacy coaches to ensure consistency in literacy instruction and build capacity for sustainable practices that will continue after consulting work and the grant period ends.

Model Effective Instruction: Model effective instruction by demonstrating best practices and proven techniques in literacy instruction during classroom visits and professional development, providing actionable examples for teachers to implement.

Data Analysis: Coach and assist in analyzing student performance data to inform instruction and identify areas for improvement. Use the data to assess progress and determine if the school is on track to meet ELG goals. Ensure that all strategies are data-driven and focused on these goals. Co-develop and implement a data meeting protocol if strong systems are not already in place.

Curriculum Acceptance: Accept the school or district's choice of literacy curriculum and focus on promoting its strengths. Support teachers in effectively using the existing materials, helping them maximize the curriculum's potential in their literacy instruction. Monitor fidelity to the curriculum.

Resource Recommendations: Provide or recommend resources and materials when asked or needed to support effective literacy instruction, tailored to the specific needs of the school and its students.

Consultant Evaluation Criteria: Develop and agree on clear criteria with the school for evaluating the consultancy support's effectiveness in meeting school goals. Reference the end of year evaluation criteria.

Responsiveness: Ensure response to teacher and school staff questions within a reasonable timeframe, even when not on-site. Update contact information with CDE and sites accordingly.

Grant Requirement Guidance: Refer any questions about grant requirements to the ELG Grant Manager to ensure grantees receive the most accurate and up-to-date information.