

The Lead for Literacy Framework

The Lead for Literacy Framework helps school and district leaders navigate the process of evaluating, building, implementing, and sustaining evidence-based literacy practices within a comprehensive schoolwide reading model. Learn more about each of the framework elements below, and visit the [Lead for Literacy](#) website to explore resources to guide your implementation.



Standards, Priorities, & Goals

Effective Leaders Make Reading a Schoolwide Priority

Schools with a clear vision and mission for reading demonstrate understanding, alignment, and prioritization of standards, priorities, and goals among all staff. Successfully implementing this element assures that all teachers of reading are guided by common goals and a shared vision for high-quality reading instruction.



Administration, Organization, & Communication

Effective Leaders Focus on Continuous Improvement

Strong instructional leaders work continuously and strategically with staff and teams to improve reading instruction and intervention within a multi-tiered system of support (MTSS). Successfully implementing this element improves organization and communication regarding reading programs and practices.



Instruction & Intervention

Effective Leaders Support High-Quality Reading Instruction

High-quality instruction and intervention includes programs, practices, and materials with documented efficacy that align with goals and standards. Successfully implementing this element leads to increased use of evidence-based literacy practices that meet the needs of a full range of learners.



Assessments

Effective Leaders Guide Teams in Purposeful Data Use

Various assessment data are used to inform reading instruction in important, meaningful, and actionable ways. Successfully implementing this element promotes efficient schoolwide assessment practices and analysis of reading achievement data through various team structures.



PD & Job-embedded Collaborative Learning

Effective Leaders Utilize Job-Embedded Learning Formats

Workshops, coaching, and professional learning communities (PLCs) are used to develop and maintain educator expertise in various reading instructional practices. Successfully implementing this element leads to more purposeful selection, design, and application of PD that is responsive to schoolwide needs.

The research reported here is funded by an award to the Lead for Literacy Center from the U.S. Department of Education, Office of Special Education Programs (OSEP), Award #: H326L180002. The opinions expressed are those of the authors and do not represent views of OSEP or the U.S. Department of Education.