

Specific Application Contents: State Literacy Team

1. Does the SEA currently have a State Literacy Team? If no, describe the SEA's plan for establishing a State Literacy Team, including how members will be selected.

Arkansas does not currently have a state literacy team. The Arkansas Department of Education (ADE) will establish an Arkansas State Literacy Team consisting of members with expertise in literacy development and education for children from birth to grade 12. The purpose of the Arkansas State Literacy Team will be to assist and advise ADE during the development and implementation of the Arkansas State Comprehensive Literacy Plan. ADE will request nominations for literacy team members from stakeholders within the state, which include literacy leaders from local school districts, the higher education community, the research community, and literacy organizations. The Professional Development Leadership Team from the Arkansas Department of Education will select Arkansas State Literacy Team members from submitted nominations. The selection committee will take into account (ordered by priority) areas of expertise, involvement with successful literacy initiatives, and positions held. ADE will utilize the areas of expertise outlined as requirements in the section of this grant titled *State Literacy Team Membership Assurances* to guide the selection process. (Nomination Form Attached)

2. Describe how each member of the State Literacy Team meets the requirement to have expertise in the area of literacy development and education for children from birth through grade 12.

It is the State's goal to have highly qualified and experienced members for each age/grade level and area of expertise. ADE will use the qualification guidance provided by this state formula grant application as outlined below:

The Arkansas State Literacy Team will include, at a minimum, individuals with expertise in

- Developing literacy and instructing students in the following age/grade levels:

- Birth to school entry

- Kindergarten-5

- Grades 6-8

- Grades 9-12

- Managing and implementing an effective literacy program at the school, district, and State levels.

- Evaluating literacy programs

- Planning for and implementing a response to intervention program that includes utilization of universal screening, multiple layers of instruction, early intervention services, validated interventions, and student progress monitoring to inform decision-making.

- Screening and performance measurement in the areas of phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and writing.

- Validating interventions and instruction for struggling readers, English Learners, and students with disabilities

- Providing teacher, coach, and principal professional development

- Working with teacher preparation, teacher licensure/accreditation in literacy development and instruction

One member may meet the requirement of more than one area.

During the selection process, the qualifications of the nominees will be plotted on a matrix to ensure that all areas of expertise are represented.

3. Describe how the State will ensure that the State Literacy Team includes representatives from different agencies and organizations including the SEA, local education agency, higher education, and the research community.

The Arkansas State Literacy Team positions will represent the major organizations, agencies, and stakeholders for literacy in the State. If a member's term expires or the member leaves before completing the term, the position will be filled with a person who represents the outgoing member's position and area of expertise. ADE will follow the procedure for filling positions as previously described in response 1 of this document. This process will ensure that all organizations, agencies, and stakeholders maintain consistent representation on the team. Nominees from specific areas of experience and expertise will fill positions 1-8. Positions 9 and 10 are assigned as At-Large positions. The At-Large positions will allow ADE to ensure equity on the team, regional representation, and the fulfillment of expertise requirements. The positions are outlined as the following:

- Position 1: State Education Agency, three-year term
- Position 2: Local Education Agency, three-year term
- Position 3: Educational Service Cooperative, three-year term
- Position 4: Department of Human Services, three-year term
- Position 5: Special Education, three-year term
- Position 6: Higher Education, three-year term
- Position 7: Research Community, three-year term
- Position 8: State Literacy Program Manager
- Position 9: At-Large, one-year term
- Position 10: At-Large, one-year term

At the initial meeting, members in positions 1- 7 will draw for length of terms to determine expiration dates for their positions in order to establish staggered, three-year terms as follows: two positions will expire in 2012, three in 2013, and two in 2014. Both At-Large positions are one- year terms. The allocation of positions provides for representation from the major organizations, agencies, and stakeholders for literacy.

4. Describe how the State Literacy Team will assist the SEA in developing a comprehensive literacy plan and what other functions it may serve.

The Arkansas State Literacy Team will meet in the fall of 2010 to make recommendations on the framework of the Arkansas State Comprehensive Literacy Plan. The plan will address the needs of each band of learners; Birth-school age, K-5, 6-8, 9-12, including struggling learners, English Learners and students with disabilities. The Arkansas State Literacy Team will advise the state to ensure that the Arkansas State Comprehensive Literacy Plan includes cohesive implementation of the Common Core State Standards; assessment systems; interventions; and effective

instructional practices for phonological awareness, word recognition, phonics, fluency, comprehension, vocabulary, and writing.

The team will recommend a robust vision for literacy that positively impacts Arkansans from birth to 12th grade and will shape the Arkansas State Comprehensive Literacy Plan.

The team will review the Arkansas State Comprehensive Literacy Plan for alignment with Arkansas' RTI Model, Closing the Achievement Gap, which incorporates the use of an assessment system including screening, monitoring, diagnosing, and assessing outcomes to problem-solve and make informed decisions about instruction for individual students. The team may make recommendations as noted during the review process.

In addition, the team will review the plan for inclusion of research-based, job-embedded professional development that addresses all the age/grade bands of learners in the areas of curriculum, Scientific Based Reading Research (SBRR) instructional practices, assessment systems, and interventions that specifically address struggling learners, English Learners, and students with disabilities. The team may make recommendations as noted during the review process.

The Arkansas State Literacy Team will perform several additional functions after the plan is completed. Serving as an advisory team, The Arkansas State Literacy Team will create and recommend to the State a communication plan to disseminate information and establish a network of support, which connects various agencies, cooperatives, providers, organizations, and institutions.

The Arkansas State Literacy Team will make an annual study of the literacy outcomes data. Based on this study, the team will provide feedback and make recommendations to strengthen the Arkansas State Comprehensive Literacy Plan.

The Arkansas State Literacy Team will also review professional development data, Assessing Impact documents, to provide recommendations to strengthen the efficacy of State-provided professional development.

Members of the Arkansas State Literacy Team will offer its knowledge, experience, and guidance to assist the State in developing the Arkansas State Comprehensive Literacy Plan.

5. Describe how the State literacy Team will be managed and how decisions will be made.

The Literacy Program Manager will facilitate the Arkansas State Literacy Team meetings. Group norms will be established to ensure a safe and productive working environment and to facilitate consensus decision-making. Members will fulfill specific roles during the meetings, which will include a recorder, who will take notes and disseminate them to all team members. The team will create a timeline that will serve as a framework to align future action steps. The Literacy Program Manager will create an agenda with input from team members in advance of each meeting. During each meeting, action steps will be determined by the team to guide the

work and the next meeting's agenda. This management style promotes collaborative participation, empowerment, and ownership for all team members.

Before recommendations are made, a consensus decision-making process will be utilized. The topic will be discussed, and the facilitator will call for consensus. If consensus is not reached, then concerns will be expressed and recorded. Each concern will be clarified, discussed, and resolved if possible. A call for consensus will be made again, and the recommendation will be submitted along with any unresolved concerns. This process encourages an environment in which everyone is respected and all contributions are valued.

6. Describe how the State will coordinate work of the State Literacy Team with other related teams, such as the Early Childhood Advisory Council, the Title I Committee of Practitioners, and State higher education committees.

The Arkansas State Literacy Team members will coordinate efforts with a number of ADE advisory committees to provide consistent and complementary plans. It is ADE's belief that it is more effective to have teams working together rather than in isolated silos. Teams with related goals will be invited to share plans with the literacy team. Those teams include the Committee of Title 1 Practitioners, Dean's Symposium for Educational Renewal Zones, Professional Development Cabinet, Instructional Facilitators Advisory Team, Leadership Coordinating Council, and The Early Childhood Commission. The Literacy Program Manager, team members, or ADE representatives will attend meetings of these groups for the purpose of coordinating related work. A report of the literacy team's activities, research reviews, and planning documents will be shared and discussed with these committees. The literacy team representative will seek input from these committees, and this information will be shared with the Arkansas State Literacy Team. Informed by these advisory partners, the Arkansas State Literacy Team will make recommendations to ADE regarding alignment, consistency, common purposes, and better ways to coordinate efforts.

The Arkansas State Literacy Team with members' diverse experience and expertise will provide invaluable assistance in the formation and implementation of the Arkansas State Comprehensive Literacy Plan.

Arkansas State Literacy Team: Nomination Form

The Arkansas Department of Education (ADE) is establishing the Arkansas State Literacy Team comprised of members with expertise in literacy development and education for children from birth to grade 12. The team will assist the State in developing a comprehensive literacy plan. ADE is requesting nominations for literacy team members. Literacy Team members will be selected by ADE from these nominations.

Please assist by nominating a highly qualified representative to serve on the Arkansas State Literacy Team.

Nominee: _____ Employed by: _____ Current Position: _____

Email address: _____ Phone Number: _____

Please check all that apply to the Nominee:

Expertise in literacy development and instruction for students in the following age/grade levels:
____ Birth to school entry ____ Kindergarten-5 ____ Grades 6-8 ____ Grades 9-12

Experience with managing and implementing an effective literacy program at the following level(s):

_____ pre-school _____ school _____ district _____ State

Expertise in the following areas:

- _____ Evaluation of literacy programs
- _____ Literacy coach or instructional facilitator for literacy
- _____ Planning for and implementing a response to intervention program
- _____ Screening and performance measurement of the critical elements of reading/writing
- _____ Validated interventions and instruction for struggling readers
- _____ Teacher, coach, or principal professional development
- _____ Preparation of teachers in literacy development and instruction
- _____ Teacher licensure/accreditation in literacy development and instruction
- _____ School leadership teams

Nominee belongs to the following organizations:

1. _____ 2. _____ 3. _____

Nominated by: _____

Job Title: _____ Employed by: _____

Current Date: _____

Please provide any other information regarding the nominee that would be of value to the reviewing committee.