



Connecting and Applying Literacy Learning (CALL) Project

What is the CALL Project?

The CALL Project is designed as a shared leadership pathway for school teams committed to building their literacy knowledge, facilitating literacy conversations with their teachers and students, and using their own resources during the school day.

The purpose of this leadership team opportunity is to build shared literacy knowledge and to model one structure for professional literacy learning communities. Grade-level/content-area teams will be able to take over the responsibility for facilitating future sessions and ongoing literacy conversations by building capacity with their students, with each other, during the school day—all for the purpose of increasing and sustaining student literacy learning in all content areas.

CALL Project Goals:

- To increase student learning by providing models of inclusive classroom environments and whole-part-whole instruction to maximize student engagement and interaction in meaningful and authentic reciprocal reading and writing processes
- To assist school communities in establishing a self-sustaining teacher and school leader literacy learning through once-per-month all-school reflection, book studies, discussions, observations of videos in inclusive classrooms, and time for planning, applying, and transferring new literacy learning into immediate practice

By the end of the professional learning experience, educators will walk away with all the resources needed to facilitate powerful, ongoing, professional literacy learning in their schools. In addition, leadership teams will be given a process for collecting artifacts and evidence of application and transfer of all school professional learnings over time with the Learning Walks Protocol.

How does the CALL Project align with Universal Design for Learning?

The goal of Universal Design for Learning (UDL) is to develop expert learners through goal-setting, methods, materials, and assessment. An expert learner (both teacher and student) is purposeful and motivated, resourceful and knowledgeable, strategic and goal-directed. UDL focuses on inclusive classroom practices to guide the development of flexible learning environments that can accommodate individual learning differences (differentiation) of all students, especially students with disabilities, students who struggle with learning English, and students struggling with reading and writing. UDL is well-grounded in an educational framework based on research in the learning sciences, and the CALL Project supports this framework.

Leadership Team Implementation Demonstration (Year 1 Commitment)

- Attend a two-day summer virtual workshop *Connecting and Applying Literacy Learning (CALL) project* to:
 - Experience the *Transforming Our Teaching* through Reading/Writing Connections professional learning structure (**Sessions 1–4**):
 1. *Welcome to Transforming Our Teaching*
 2. *Applying the Optimal Learning Model to Your Teaching*
 3. *Examining Our Beliefs about Reading/Writing Connections*
 4. *Setting Up the Classroom for Independent Readers and Writers*
 - Receive time for planning and application with your school leadership team and ADE literacy specialist support
- Facilitate **Sessions 1–4** (for optimal success) attend **Session 1 in August, Session 2 in October, Session 3 in December, and Session 4 in February** using resources and session guides provided during the **two-day** CALL workshop
- Participate in **two** ADE specialist site visits or virtual visits (**fall and winter**):
 - Experience the **Learning Walks** process (two times) with grade-level/content-area teams to collect, summarize, and analyze **positive** artifacts and to identify trends, strengths, needs, and priorities for learning with ADE literacy specialist support
 - Graph and submit **Learning Walks** trend data to ADE specialist
 - Engage in all school on-demand writing and analysis process

All-School Staff Participation; Professional Literacy Learning Community (PLLC) Activities (fall and winter)

- Attend and actively engage in **Sessions 1–4** facilitated by school leadership team during professional development and/or PLLC designated times with ADE literacy specialist support
- Apply new learning to classroom practice
- Collect samples of student on-demand informational writing from all students (**fall**)
- Meet with grade-level and/or content-area teams to select typical writing samples (**winter**)

Leadership Team Implementation with Support (Year 2 Commitment) Optional

- Develop a plan for sustainability and ongoing professional literacy learning to meet the needs of all learners
- Plan to facilitate and implement **Sessions 5–8** (August, October, December, February) during the **2022–2023** school year using the *CALL* resources and guides
- Participate in **two** ADE specialist site visits (**fall and winter**):
 - Experience the **Learning Walks** process (two times) with grade-level/content-area teams to collect, summarize, and analyze **positive** artifacts and to identify trends, strengths, needs, and priorities for learning with ADE literacy specialist support
 - Graph and submit **Learning Walks** trend data to ADE specialist
 - Engage in all school on-demand writing analysis process

Leadership Team Full Implementation (Year 3 Commitment) Optional

- Develop a plan for sustainability and ongoing professional literacy learning to meet the needs of all learners
 - Plan to facilitate and implement **Sessions 9–14** (August, October, December, February) during the **2023–2024** school year using the *CALL* resources and guides
- Participate in **two** ADE specialist site visits (**fall and winter**):
 - Facilitate the **Learning Walks** process (two times) with grade-level/content-area teams to collect, summarize, and analyze **positive** artifacts and to identify trends, strengths, needs, and priorities for learning with ADE literacy specialist support
 - Graph and submit **Learning Walks** trend data to ADE specialist
 - Engage in all school on-demand writing analysis process

Resources provided:

- **Literacy Essentials: Engagement, Excellence, and Equity for ALL Learners** by Regie Routman for all participants.
- **Transforming Our Teaching Through Reading/Writing Connections** by Regie Routman. The kit includes:
 - Teaching Essentials by Regie Routman (1)
 - Teacher Reflection Notebooks (one notebook for each teacher in a school)
 - Getting Started Guide for leadership team planning
 - Facilitator’s Guide (Sessions 1–14) DVD (over 50 hours of inclusive classroom examples)
 - Online access to all resources