

How to Create a Literacy Leadership Team

- Invite teachers from various content areas, the instructional or literacy coach if you have one, and the library information teacher if appropriate to make up this team. Note that this team is in addition to interdisciplinary cohorts or DL learning communities. Consider inviting one member from each DL learning community, cohort, grade level, or department to be a part of the literacy leadership team.
- Keep the group size between six and eight, if possible. Depending on the size of the school, this number might need to be revised.
- The team should meet regularly—with the principal or a designated administrator.
- Provide a specific time for the group to meet as well as a budget. If at all possible, allot an extra planning period that rotates among members, one that might change each grading period or semester. This is especially important if the school does not have a literacy or instructional coach.
- The team's responsibilities may include
 - Planning ongoing disciplinary literacy professional learning
 - Keeping track of both formal and informal data (such as teacher and student surveys or library check-out records). The team should not become a testing data team, however
 - Creating a physical space to house resources and an online location for sharing documents and ideas
 - Creating opportunities to build capacity among all teachers by showcasing innovative disciplinary literacy instruction or events such as workshops that teachers lead
 - Maintaining a culture of disciplinary literacy schoolwide
 - Leading book studies or supporting teachers' disciplinary literacy lesson planning

See ReLeah's book *Literacy Learning Communities: Sustainable Change for Secondary Schools* (2007) or *The Literacy Leadership Team: Sustaining and Expanding Success* by Enrique Puig and Kathy Froleich (2010) for more details on the formation of such teams.