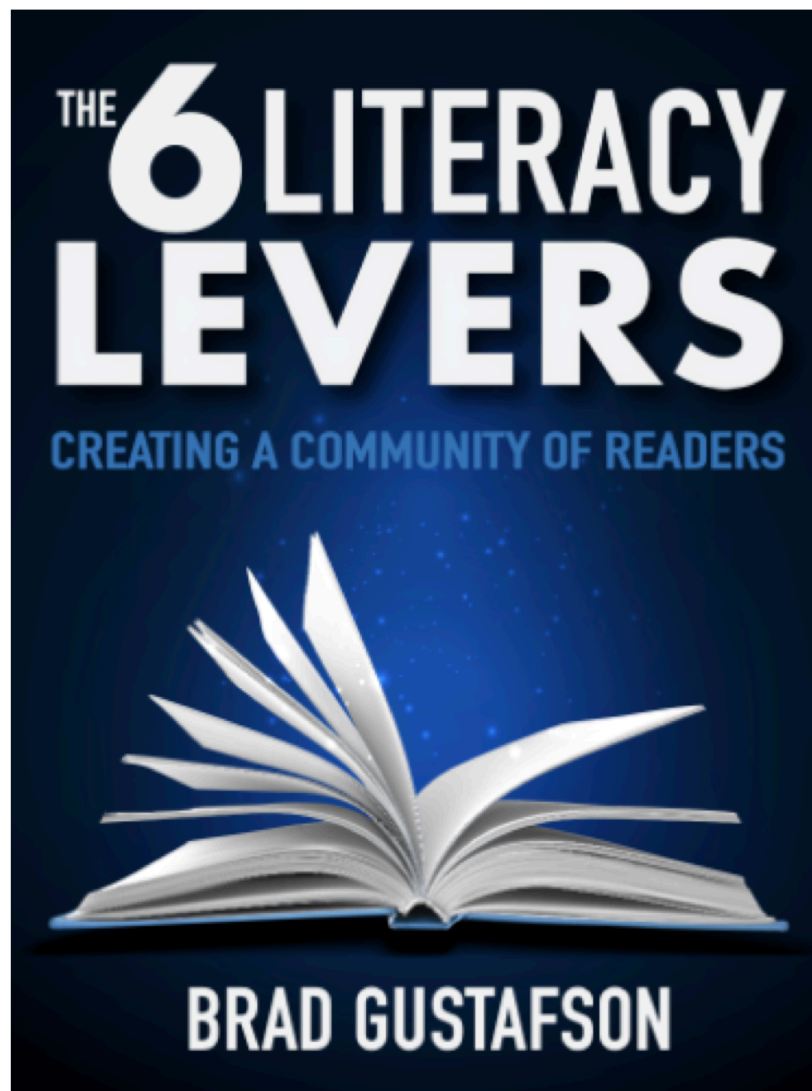


DISCUSSION AND TEAM IMPLEMENTATION GUIDE



WITH BONUS CONTENT AND ACTIVITIES TO
SUPPORT TEAM IMPLEMENTATION

ABOUT THIS IMPLEMENTATION GUIDE

Dear Reader:

I'm so glad you're here. I wrote *"The 6 Literacy Levers"* to help practitioners strengthen reading communities and push the field forward. This guide contains some of my favorite activities and questions from the book. But it also contains some bonus content *not* found in the book!

As you work through the pages of this guide, I encourage you to connect with colleagues in your own school or organization as well as those who are farther away. I've included our community hashtag as well as my contact information in the hope you'll include me in some of your team's work and learning. (I'd love to "follow" and learn from you, so don't hesitate to tag me in any posts about your team's work with the book.)

Before you start this book study, prepping for a university class, or PD planning...you might want to peruse chapter six of the book. It is *loaded* with actionable ideas, conversation starters, and tools to help you and your team move forward together. My website (BradGustafson.com) contains additional resources and some short videos to further enhance your conversations.

Thanks again for connecting!

Brad

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#LITERACYLEVER

INTRODUCTION: THE STORY STARTS HERE

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. The leadership fable in the introduction of the book starts with a difficult meeting. Where do you like to go to reflect and recharge after difficult days?

Q2. This work requires teamwork and trust. What are some ways the people around you can show they're trustworthy during discussions and implementation of the work?

Q3. Students who are successful readers have the capacity to be more successful in nearly every other academic area (Irvin et al., 2010). How are you helping students succeed in your current role?

Just for Fun! How many educators on your team (or in your book study) are committed to growing as literacy levers?! Share a picture of your team or book-study group to #LiteracyLever. Don't forget to connect with and "follow" other leaders who are sharing to our community hashtag.



TEAM IMPLEMENTATION ACTIVITY

Reflect: Imagine one side of this bridge represents where your literacy leadership is right now. The other side represents the culture and community you hope to create.

Connect: Now, imagine peeling back the branches that are partially concealing where you're at. Share some of the goals you have for working through this book together.

Take Action: Write down the different goals your group shares. Revisit and refine them as you progress through the pages of this book.

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CHAPTER 1: THE COMPASS

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. In the leadership fable at the beginning of this chapter, Dayo is having a joy-filled conversation connected to reading. Where do you see conversations like this in your school? Describe how this looks, sounds, and feels.

Q2. Reread the definition for Literacy Compass in chapter one. What do you wonder about the concept of a literacy compass?

Q3. How important do you think it is to have alignment in the destination(s) we have in mind for students, and specifically readers? How does this change when we're collaborating across departments or when we're each serving in different roles?

Q4. How would you describe your literacy "true north?"

Just for Impact! Discuss the activities (including the school-wide implementation challenge) in chapter one. Decide which activity you'd like to complete as a team.



TEAM IMPLEMENTATION ACTIVITY

Reflect: Think about the things that drive you as an educator. Reflect on how your core beliefs intersect with the work of growing readers.

Connect: Talk about the things you think are most important for readers. Listen to the things your team values.

Take Action: Work together to create a visual representation of your team's vision for literacy (e.g., mural, list, compass) and share it to #LiteracyLever.

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CHAPTER 2: AN AUTHENTIC INVITATION

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. The invitation Dayo reads aloud in the café says, “Who would you choose?” If you could meet a favorite author or reading champion for dinner...who would it be?

Q2. If you were to invite us into a literacy project that you’re passionate about, what would you say?

Q3. What does your *reading flow zone* look like?

Q4. What are some ways we could help students find their *reading flow zone*?

Keep it rolling! As a team, select one of the activities (including the school-wide implementation challenge) to complete together. Then, share your learning to #LiteracyLever so other people in our community can join in the learning.



TEAM IMPLEMENTATION ACTIVITY

Reflect: What are some ways your classroom or space invites readers in (regardless of your role)?

Connect: Discuss how you welcome readers into your school. Be sure to consider things like the environment, budget, schedule, collection, and communications.

Take Action: Sometimes people just need an invitation. Identify one “welcoming idea” you will implement. This could be as simple as adding a “Readers Welcome” sign...or as meaningful as starting to read more yourself.

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CHAPTER 3: THE WALKING STICK

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. The leadership fable continues in chapter three with a meeting between you and a mystery-reading mentor. The conversation you have with this person is genuine and effortless. What helps you to have conversations that feel safe and authentic?

Q2. What's your favorite question to ask readers? What questions have you found helpful when asking colleagues about literacy practices?

Q3. Can you share a time when you felt you had shiny book report syndrome (S.B.R.S)?

Q4. Reread the definition for the Walking Stick in chapter three. Where in your classroom or school could people benefit from deeper conversations being initiated?

Keep it real! Talk about a time you *wish* somebody would have pushed you to reflect or think more deeply about a practice.



TEAM IMPLEMENTATION ACTIVITY

Reflect: Think about the approach you'd want somebody to use if they were curious about your work.

Connect: Discuss how it would look, sound, and feel for professionals to have difficult conversations in a dignified way. Collect the words and phrases that would be used.

Take Action: Write these words and phrases down on an inspiring image and commit to initiating important conversations as a team.

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CHAPTER 4: THE UTILITY KNIFE

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. In this chapter, Lydia is wearing a T-shirt that says, "I SLAY READING LOGS." What is a practice you'd like to slay on behalf of the readers you serve? Why?!

Q2. What was the first chapter book or series you remember reading?

Q3. What are some ways you've seen other educators integrate booktalks into their work?

Q4. What's a practice or routine you're already doing that you might be able to infuse book recommendations into without adding a lot of extra work for yourself or others?

Wear it loud...wear it proud! Are you interested in sharing your commitment to literacy with others? We started a small online store at www.BradGustafson.com that contains the infamous "I SLAY READING LOGS" shirt Lydia wore in chapter four (among other designs). *Note: 100% of the net proceeds go to literacy-related causes and getting books into the hands of kids.*



TEAM IMPLEMENTATION ACTIVITY

Reflect: Think about all the different readers in your classroom and school right now. Each with a different attitude and disposition towards reading and sharing.

Connect: Discuss how the different aspects (and varied formats) of book-talking might support different readers.

Take Action: As you move forward on implementing a culture of book-talking, be intentional in how students with different abilities, background experiences, and comfort levels are included.

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CHAPTER 5: THE CATAPULT

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. The leadership fable continues in chapter five with Dayo and Lydia inviting you into a book club. If you were to recommend two books for them to consider reading in their book club...what would they be and why?!

Q2. If you were to create a baseball card for yourself, what are some surprising stats and fun facts you'd add to the back?

Q3. What processes, procedures, or systems need to be updated to ensure each and every reader feels seen and supported within your reading community?

Q4. What is your favorite way to build community with other readers?

Keep the connection! Go to our community hashtag (#LiteracyLever) and update other teams on your work and conversations. You might share an idea your team is moving forward on, post a question you're wrestling with, or simply share how strong your book-study appetizer game is! Don't forget to read and/or interact with some of the ideas, posts, and questions being shared by others.



TEAM IMPLEMENTATION ACTIVITY

Reflect: What do you know about the people in your school as readers? (Above and beyond their formal roles...)

Connect: Take time to discuss how your team is currently helping students get to know each other as readers.

Take Action: Listen to the stories, strategies, and ideas your team shares. Then, chose an idea that you will adapt and/or implement to help create additional connection and community between readers in your classroom or school.

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CHAPTER 6: THE COLLAGE

THE 6 LITERACY LEVERS: CREATING A COMMUNITY OF READERS

Q1. Towards the end of the leadership fable, Dayo asks, “So what should we do now?” How would you respond to him?

Q2. What’s one way you will take a more active posture when it comes to literacy leadership?

Q3. What are some other levers (e.g., research, stories) you’ve found to be important in creating a community of readers?

Keep learning together! The tools and resources that follow are designed to help you and your team move forward together. Some of the resources were shared in the book, and others were alluded to in stories or examples. Of course, I’d love to stay connected and learn from you and your team via our #LiteracyLever hashtag!



TEAM IMPLEMENTATION ACTIVITY

Reflect: Think about the people who have positively impacted your reading life or the reading lives of students.

Connect: Share a story about somebody in your collage who has made a difference. Perhaps their literacy leadership has inspired you. Maybe they introduced you to a book you love?!

Take Action: Work as a team to create a photo collage that can be displayed in your school. Add your photograph, pictures of other readers, and invite your favorite authors to contribute.

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TOOLS TO HELP YOUR TEAM

RESEARCH-INFORMED

PLANNING FOR **EFFECTIVE PD**

START WITH RESULTS AND RATIONALE

- ▶ WHAT EVIDENCE OR RESULTS DO YOU EXPECT TO SEE AFTER PD?
- ▶ WHY ARE THESE RESULTS IMPORTANT?

TEACHER VOICE

- ▶ TO WHAT DEGREE HAVE TEACHERS BEEN INCLUDED IN THE PD PLANNING, FACILITATION, AND IMPLEMENTATION?
- ▶ IS THE PD RESPONSIVE TO TEACHERS' NEEDS? HOW DO YOU KNOW?

SUSTAINED FOCUS AND TIME

- ▶ HOW WILL YOU SUPPORT ONGOING LEARNING IN THE MONTHS AHEAD?
- ▶ CAN YOU DEDICATE AT LEAST 14–20 HOURS TO THIS LEARNING?

CULTURE OF SUPPORT

- ▶ IS LEADERSHIP ACTIVELY ENGAGED, MODELING, AND SUPPORTING THIS?
- ▶ DO YOUR BUDGETS, BELIEFS, AND OTHER INITIATIVES ALIGN WITH THE PD?

CONTENT-FOCUSED

- ▶ WILL THIS ENHANCE THE CONTENT-KNOWLEDGE OF ALL PARTICIPANTS?
- ▶ IS THERE ANYONE I'M MISSING WHO MIGHT FEEL LIKE A "PD LEFTOVER?"

COLLABORATION

- ▶ IS TIME FOR DISCUSSION A PRIORITY OR ONLY PROVIDED AS TIME ALLOWS?
- ▶ WILL THE COLLABORATION HELP TEACHERS CONFRONT BELIEFS AND MAKE CONNECTIONS TO THEIR CLASSROOM PRACTICES?
- ▶ WHAT CONSIDERATION HAS BEEN GIVEN TO LEVERAGING TECHNOLOGY TO INCREASE CONNECTEDNESS BETWEEN MEETINGS?

**"THE 6 LITERACY LEVERS"
BONUS CONTENT**

BASED ON RESEARCH FROM: Guskey (2014), Gustafson (2015), Martin, Polly, Mraz & Algozzine (2018), McComb & Eather (2017), Monte-Sano, De La Paz, Felton, Piantedosi, Worland, Yee, Carey. (2017), Risko (2017), Ruppert (2014), Villegas-Reimers (2003), Wake & Mills (2018).

LITERACY LEVER RUBRIC

		NOT YET	SOMETIMES	OFTEN					
SELF	1	I collaborate with the readers I serve to create/update guiding beliefs.							
	2	I actively engage with a community of readers outside of school.							
	3	I am part of conversations that push the field forward.							
	4	I share my reading life with others in a variety of ways.							
	5	I create an environment where reading and relationships are celebrated.							
TEAM	1	We talk with students and each other about barriers to reading for fun.							
	2	We invite other teams and departments to collaborate on literacy work.							
	3	My team takes time to question individual and shared practices.							
	4	We empower all students to choose how they share their reading lives.							
	5	We plan experiences to connect around reading throughout the year.							
SCHOOL	1	Our school has a shared vision for literacy that actively informs decisions.							
	2	Our school's literacy work involves every educator and department.							
	3	Our school is using shared/common questions to champion readers.							
	4	Our school makes booktalks part of its core work and culture.							
	5	Our school is committed to daily independent reading time for all students.							
1	THE COMPASS	2	AN AUTHENTIC INVITATION	3	THE WALKING STICK	4	THE UTILITY KNIFE	5	THE CATAPULT

FROM "THE 6 LITERACY LEVERS" BY BRAD GUSTAFSON (2021)

READER

CURRENT FAVORITES

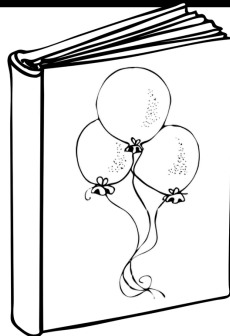
**MY T.B.R. STACK AND
RECOMMENDATIONS
FROM OTHER READERS**

***TO BE READ**

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**IT'S YOUR
BIRTHDAY MONTH!**



**BRING THIS COUPON TO THE OFFICE ON
YOUR WAY TO RECESS TODAY AND CHOOSE
A BRAND-NEW BOOK TO CELEBRATE.**

#BIRTHDAYBOOKS

IDEA FEATURED IN "THE 6 LITERACY LEVERS" BY BRAD GUSTAFSON (2021)

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READER

WHAT I'M READING

EMOJIS



Directions: Use this graphic to help readers share their reading lives. The spaces in the graphic can be filled with words, drawings, or digital images. The graphic itself could be laminated to support repeated use over a school year. The goal of inviting readers to use a graphic like this is to help initiate conversations about books. "Allies" cover from Scholastic and sample emojis from pixabay.com

PLANNING YOUR FIRST FIVE
MONTHLY MEETINGS

LEARNING FOCUS



READ ALOUD

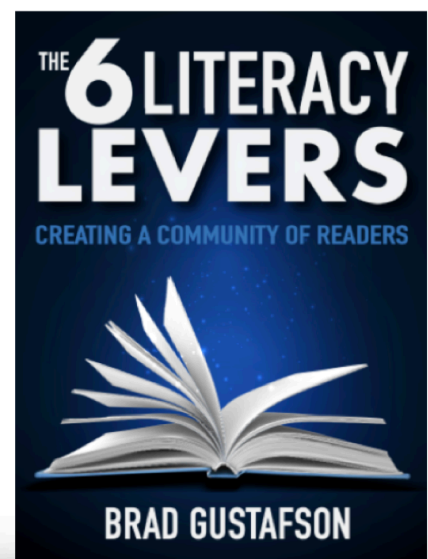
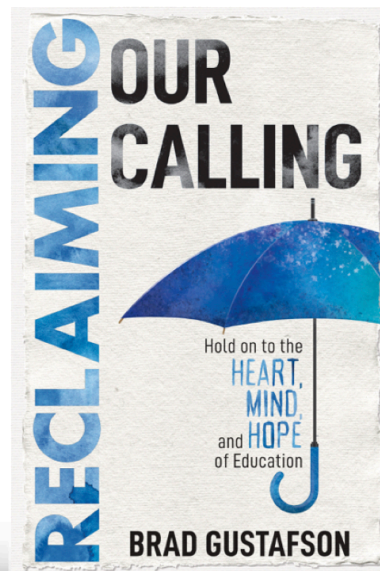
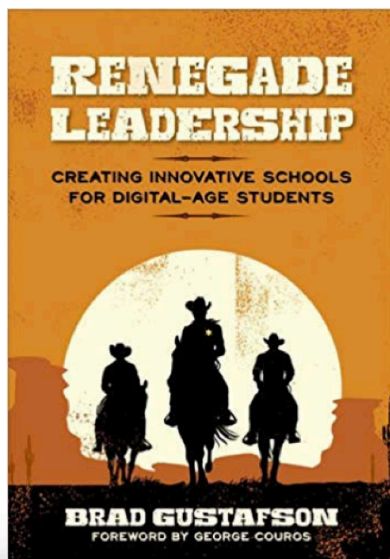


DISCUSSION QUESTION(S)

CALL-TO-ACTION



ADDITIONAL RESOURCES FROM BRAD



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GO TO BRADGUSTAFSON.COM FOR ADDITIONAL RESOURCES