

<p>Set the Vision</p> <p><i>“Vision without action is a daydream; action without vision is a nightmare.”</i></p>	<ul style="list-style-type: none"> - Define what equitable shared reading instruction looks like, feels like, and sounds like in your context. - Ensure that this vision is inclusive, catering to diverse learners and their needs. - The vision should be rooted in promoting equality and accessibility in reading materials and instructional approaches.
<p>Communicate and Align on the Vision</p> <p><i>“Effective leadership begins with effective communication.”</i></p>	<ul style="list-style-type: none"> - Communicate this vision clearly to all stakeholders (including teachers, students, parents, and administrators) using multiple modalities multiple times (ongoing). - Engage stakeholders in discussions to ensure understanding and buy-in. - Address any concerns or misunderstandings about the vision and its implementation.
<p>Diagnose the Current State of Teaching and Learning</p> <p><i>“But when we observe, we are forced to pay attention. We have to move from passive absorption to active awareness. We have to engage.”</i></p>	<ul style="list-style-type: none"> - Conduct classroom observations to understand the current state of teaching and learning in shared reading instruction. - Identify gaps between current practices and the envisioned equitable approach. - Use data and feedback from stakeholders to inform this diagnosis.
<p>Set Goals and Create a Plan</p> <p><i>“Setting goals is the first step in turning the invisible into the visible.”</i></p>	<ul style="list-style-type: none"> - Based on the diagnosis, set specific, measurable, achievable, relevant, and time-bound (SMART) goals. - Develop a detailed plan outlining steps to achieve these goals. - The plan should outline essential steps for selecting diverse texts, training teachers, and engaging students to enhance their cognitive learning experience.

Align Systems and Structures to the Plan

"We don't rise to the level of our goals; we fall to the level of our systems."

- Ensure the school's or institution's systems and structures support the vision for shared reading instruction and the strategy to facilitate the realization of the vision.
- This may involve revising policies, reallocating resources, or updating curriculum frameworks.
- Create mechanisms for ongoing support and resource allocation.

Build Capacity

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

- Implement ongoing professional development programs for educators.
- Provide resources and training focused on equitable instructional strategies.
- Encourage collaboration and sharing of best practices among educators.

Step Back and Measure Progress

"If the ladder is not leaning against the right wall, every step we take just gets us to the wrong place faster."

- Regularly evaluate the progress towards the set goals.
- Use both qualitative and quantitative data to assess impact.
- Be prepared to make adjustments based on feedback and evaluation results.