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## INTERNATIONAL LITERACY ASSOCIATION CREATES FRAMEWORK FOR CRAFTING A LEARNING CULTURE

Newark, Del. (June 25, 2019) — The lead learners and chief architects of culture and instructional programs at their schools, principals are uniquely positioned to promote equitable practices that nurture students' self-efficacy and academic growth, according to ILA's latest brief, *Principals as Literacy Leaders*.

ILA presents a framework composed of three influences—challenge, clarity and feedback—that are essential ingredients in a high-quality instructional program.

- **Challenge:** When teachers provide students with challenging activities, students grow their capacities for learning, problem solving and overcoming difficulties. These students feel a sense of accomplishment and are willing to try new things.
- **Clarity:** When lessons are grounded in relevance—or an understanding of how the learning might connect to a larger purpose—students are more likely to “become attached to a learning goal and engage meaningfully in class activities and discussions.”
- **Feedback:** Students who receive and act on feedback learn to monitor their own progress and identify gaps between what they currently understand and what needs to be learned next, instilling a strong sense of autonomy.

Reform efforts are most effective when principals build the capacities of staff to work collaboratively toward a shared vision, says ILA.

“For so long, schools have maintained a hierarchical structure, in which one person—the principal—exercises exclusive decision-making power,” says ILA Executive Director Marcie Craig Post. “We hope to see more schools move away from traditional siloed, disconnected efforts and embrace a more cohesive approach to school leadership centered on a strong partnership between principals and teachers/classrooms.”

This framework, coupled with a commitment to collaborative leadership, can help to bridge the academic divide and level the playing field for students, says ILA. The brief ends with tangible next steps for fostering collective action.

Access the full brief [here](#).

### ***About the International Literacy Association***

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which

are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).

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