

PREFACE

Our work with schools has reinforced our deep belief that professional learning communities are our best hope for sustaining improved teaching and learning in literacy. Through years of classroom observations and school-based professional development, we have collaborated with leadership teams to create and refine a network of learning experiences to support teachers. This book reflects what we learned from working with leaders and teachers with limited knowledge, experiences, and instructional repertoires for improving reading. Therefore, this book is a professional development resource that includes basic knowledge and instructional tools to improve teaching and learning in reading. We hope leaders, literacy coaches, and leadership teams find this resource to be as useful to them as they have been to us in working with partner schools of the College of William and Mary.

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