
Supporting Leadership of Effective Reading Programs

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Session Objectives

- **The Role of SLPs in Reading Leadership**
- **SLPs Helping Principals**
- **Principals Helping SLPs**
- **The AYP Connection**
- **Introduction to Reading Leadership Tools**

Leadership Roles

SLP

- **Screen and Evaluate**
- **Classify Students to ESE Categories**
- **Inform Administration on Status and Needs**

Leadership Roles

Principals

- **Educate Themselves on SLP Issues**
- **Evaluate Instructional Programs**
- **Effectively Allocate Resources**

SLP Supporting Principals

How?

- **Provide principal with background information on your services.**
- **Inform principal on caseload status and changes.**
- **Inform principal on needed classroom resources.**

Principals Supporting SLP

How?

- **Communicating expectations**
- **Scheduling around the reading block**
- **Working with teachers to get SLPs into the classroom**
- **Following up on SLP recommendations**

The AYP Connection

What is it?

- **SLPs play a critical role in modern accountability.**
 - **NCLB/IDEA**
 - **Identification of students**
 - **Providing Therapy**
 - **Student-level Data**
 - **AYP**

The AYP Connection

How to support it:

- **Develop data-sharing relationship**
 - **Screening assessment data**
 - **Evaluation data**
 - **Progress data**

The AYP Connection

How to support it:

- **Develop data-sharing relationship**
- **Advise principal on appropriate treatment philosophies**
 - **Inclusion therapy**
 - **Pull-out therapy**
 - **Co-teaching**

K-3 Reading Walkthroughs

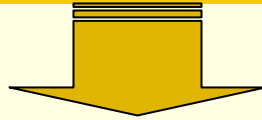
- **Classroom Observation Tool**
- **Grade specific**
- **Focused on critical indicators of effective reading instruction**
- **Palm OS based**
- **Provides helpful data reports**

Indicator Categories

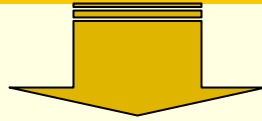
- **Classroom Environment**
- **Materials**
- **Teacher Instruction**
- **Whole Class Instruction**
- **Small Group, Differentiated Instruction**
- **Student Reading Centers**
- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

Walkthrough Process

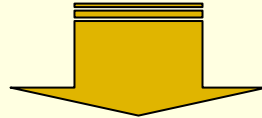
Principal selects grade level of classroom



Principal observes Classroom Environment, Materials and Teacher Instruction indicators



Principal observes Whole Class or Small Group Instruction indicators



Principal observes content specific indicators

Principal Implementation Questionnaire (PIQ)

(Nettles & Petscher, 2005)

- **105-item Web-based inventory**
- **All Reading First principals 04-05 (388)**
- **Core Reading Program**
- **Professional Development**
- **Leadership/Organizational Practices**
- **Assessments**
- **Interventions**

Improvements in Core Reading Program (2004-2005)

- **13% increase in the number of principals indicating that more than 2 days of initial training in the core reading program was provided before materials were used**
- **70% increase in the number of principals who received training in the core reading program**

Improvements in Professional Development (2004-2005)

- **30% increase in the number of schools reporting professional development in reading beyond that provided in the reading academies**

Improvements in Leadership Practices (2004-2005)

- **52% increase in the number of principals that visited each classroom throughout the year**
- **9% increase in the frequency of teacher-held grade level team meetings**

Improvements in Leadership Practices, cont. (2004-2005)

- **23% increase in the frequency of discussion of student scheduling issues in grade level team meetings**
- **25% increase in frequency of updates on school scheduling issues in grade level team meetings**
- **35% decrease in school need of technical assistance from their district**
- **12% increase in scheduled time over 90 min. for daily reading instruction**

Improvements in Assessment Practices (2004-2005)

- **20% decrease in the number of schools reporting difficulties implementing the Reading First assessment plan**

Open Comments About the Reading First Program in Schools

If appropriate, what immediate intensive interventions were provided to students by a method NOT including: regular, ESE, and resource teachers; trained paraprofessionals; computer software; AmeriCorps volunteers; or school volunteers?

- **38% After school tutoring**
- **16% Extended learning teacher**
- **10% Before school tutoring**
- **9% Weekend tutoring**
- **9% Leap pads**
- **5% Earobics**
- **4% Spell read**
- **4% Voyager Passport Training**
- **5% Other methods**

School-Based Normative Context for Evaluating the Effectiveness of Core Curriculum and Intensive or Strategic Interventions in the Second Half of Kindergarten in Achieving the End of Kindergarten DIBELS PSF Goal

Percent of Students in Instructional Recommendation Category who Achieve End of Kindergarten PSF Goal

Percentile	Intensive	Strategic	Benchmark	Effectiveness of Core Curriculum and Intensive or Strategic Intervention
5	0	15	50	
10	0	24	61	
15	0	29	70	LOWER THIRD
20	0	35	76	
25	7	40	79	
30	11	45	82	
35	15	50	84	
40	20	54	86	
45	23	58	88	
50	26	62	90	MIDDLE THIRD
55	32	65	92	
60	33	70	93	
65	40	73	94	
70	44	78	95	
75	50	82	97	
80	59	85	98	
85	67	88	99	LOWER THIRD
90	81	93	100	
95	100	100	100	
99	100	100	100	

Thank You!

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