

LEADING FOR READING SUCCESS

Instructional Leadership
Pennsylvania Reading First

Eastern Regional Reading First Technical Assistance Center
Florida State University and The Florida Center for Reading
Research
www.fcrr.org

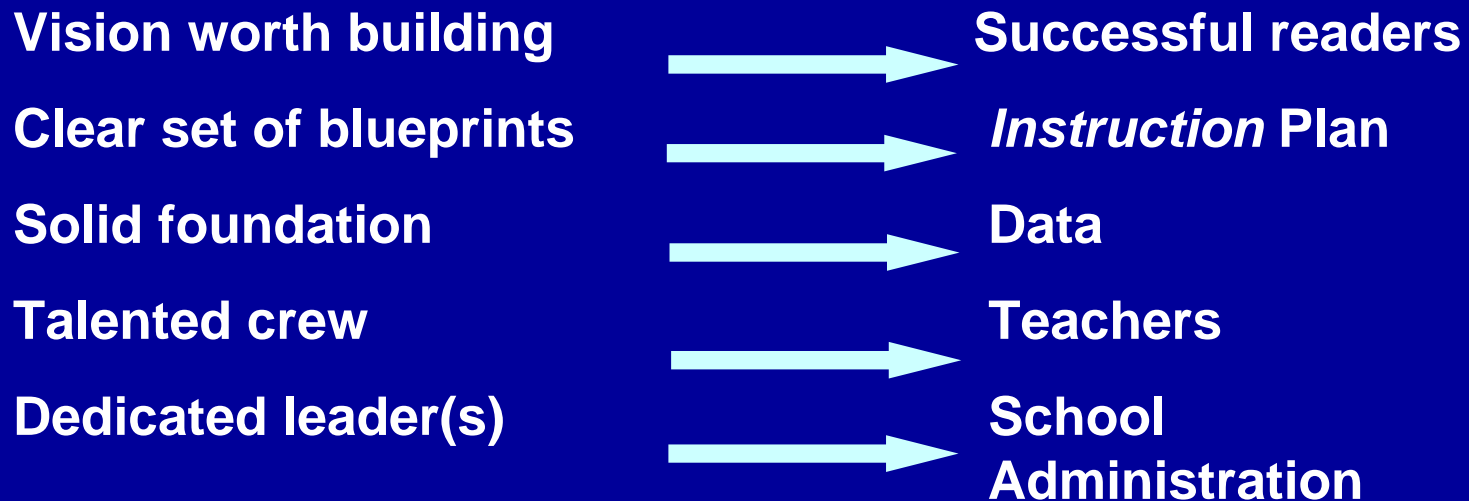
Our nation's schools today
are educating the largest
most diverse student
population ever to higher
standards than ever before.

Leadership Matters

**“TELL ME AGAIN HOW LUCKY
I AM TO BE A PRINCIPAL...
I keep forgetting!”**

Blueprint for Building Instructional Leadership

Like building a structure, building effective instructional leadership requires:



Leadership Influences Student Learning

- Leadership not only matters—it is second to only teaching among school related factors in its impact on student learning.

Leadership Matters

- Initial findings cite evidence that excellent leadership can make a profound difference in schools where there is the greatest need.

The Importance of Educational Leadership

“First leadership matters. Even when other variables including resources and personnel are held constant, a single leader has enormous impact on the entire organization. Second, leadership effectiveness includes both personal predisposition and acquired knowledge and skill.”

Douglas B. Reeves

Leadership Matters

- Successful Leadership
 - Setting Directions
 - Shared Understandings
 - Focus on Goals with a sense of Purpose or Vision
 - A Sense that Goals are Achievable
 - High Performance Expectations
 - Monitoring Performance
 - Promoting Effective Communication
 - Shared Organizational Purposes

Leadership Matters

- Developing People
 - Offer Intellectual Stimulation
 - Ensure Individualized Support
 - Provide Models of Best Practices
 - Establish a Foundation of Beliefs that Support Action
 - Guarantee High Quality Professional Development

Leaders Who Matter

- Create and Sustain Direction (focus)
- Empower Others (data driven)
- Provide Guidance (focused coaching)
- Focus on Continuous Improvement (learning and planning)

Committed

Committed and well-prepared leaders are essential to school reform and will always be the catalyst for improving the academic achievement of students.

Teachers are the lifeblood
of our nation. They
educate our children,
prepare our workforce and
shape tomorrow's citizens.

Reading First's model for preventing reading failure in grades K-3.

- 1. Increase the quality and consistency of instruction in every K-3 classroom. Provide initial instruction that is appropriate to the needs of the majority of students in the class**
- 2. Conduct timely and valid assessments of reading growth to identify struggling readers**
- 3. Provide high quality, intensive interventions to help struggling readers catch up with their peers**

Blueprint

Overview of *Reading First* Instructional Leadership

**Understanding Scientifically
Based Reading
Research(SBRR) within
*Reading First***

**Establishing
Reading First Instructional
Goals**

**Promoting
Instructional
Effectiveness**

**Monitoring
and Evaluating
Progress**

Reading First

Requires instructional leadership.

**Instructional Leader with a strong focus on
improving instruction and student
achievement**

Six Steps to Success in Reading First Schools

- 1. Fully implement a comprehensive scientifically research-based reading program**

1. Fully implement a comprehensive research-based reading program



Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle	<i>Letter Sounds & Combinations</i>		<i>Multisyllables</i>	
Automaticity and Fluency with the Code				
Vocabulary	<i>Listening</i>		<i>Reading</i>	
Comprehension	<i>Listening</i>		<i>Reading</i>	

Six Steps to Success in Reading First Schools

- 1. Fully implement a research-based program**
- 2. Create a timeline**

2. Create a timeline

Create a timeline for each grade in Reading First schools. Include specific goals that all students--including at-risk students--must attain during the year.

The goals on the timeline are designed to produce grade level achievement for at-risk students at the end of the school year.

Six Steps to Success in Reading First Schools

- 1. Fully implement a research-based program**
- 2. Create a timeline**
- 3. Regularly evaluate student progress**

3. Regularly evaluate student progress

Six Steps to Success

1. Fully implement a research-based curriculum
2. Create a timeline
3. Regularly evaluate student progress
4. Analyze the data

4. Analyze Data

Place high value on data.

Analyze, chart, and share data within the school and across the district.

Use data the data to determine where help is needed, but not to blame struggling teachers and students.

Six Steps to Success

1. Fully implement a research-based program
2. Create a timeline
3. Regularly evaluate student progress
4. Analyze the data
5. Intervene immediately

5. Intervene Immediately

Help struggling students

**Help teachers become more expert
reading teachers**

Help struggling students

- **Provide extra instructional time.**
- **Use flexible grouping.**

Help teachers become more expert

- **Provide extra professional development time.**
- **Provide more in-class help and coaching.**
- **Arrange for visits to other classrooms.**

Six Steps to Success

1. Fully implement a research-based program
2. Create a timeline
3. Regularly evaluate student progress
4. Analyze the data
5. Intervene immediately

6. Validate, recalibrate, and celebrate

6. Validate and Recalibrate

- Analyze students' performance on both internal and external tests.**
- Use the information to decide on changes for the up-coming year.**

What must be changed? Make a plan.

What can be improved? Make a plan.

Do all teachers have
access to the tools,
knowledge and guidance
that they need to
succeed?

Staff Development that Supports Differentiation

**Staff Development
must be:**

powerful

on-going

long-term

- Staff development should be built on a common vocabulary related to differentiation
- Staff development should attend to teachers' levels of readiness, information, comprehension skills, and commitment.

Staff Development that Supports Differentiation

**Staff Development
must be:**

powerful

on-going

long-term

- Staff development should be planned to ensure transfer of knowledge, understanding, and skill into the classroom
- Staff development should be consistent and aligned with district goals
- Staff development that asks much of teachers must recognize teachers' efforts

In Summary

Reading First:

- **Requires reading instruction grounded in SBRR**
- **Emphasizes active and informed use of assessment data for instructional decision-making at ALL levels**
- **Relies on *Reading First* instructional leaders who clearly communicate *Reading First* goals, focus on a plan of action, and guide schools in maintaining a shared vision of reading achievement for all students**

Many things can wait; the child cannot. Now is the time his bones are being formed and his mind is being developed. To him, we cannot say tomorrow; his name is today!

Gabriel Mistral