



LEADING FOR READING SUCCESS

Enhancing Instructional Leadership for Reading First Principals

A presentation of the National Center for Reading First Technical Assistance



Purposes of this Module

- Build upon the foundation of *Building Instructional Leadership in Reading First Schools*
- Provide more in-depth information
- Differentiate professional development
- Respond to requests from stakeholders
- Address the critical importance of principal leadership



Glossary of Terms, References



Professional Development Topics

Aligning Programs

Promoting a Reading Culture

Staffing Issues

Leading Schoolwide Change

Professional Development

Curriculum, Instruction, and Use of Time

Using Assessment

Recruiting District Support

Walk-Throughs

Supporting the Coach



Handout & Resource List



Assessing Current Practices and Transferring Learning

- “Levels of use” self-assessment
- Transfer plan for implementing learning
 - Transfer goal
 - Assessment and target date
 - Competing priorities
 - Network support



The Importance of School Leadership

“ . . . there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors within the school also contribute to such turnarounds, leadership is the catalyst.”

(Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 17)



(Picture of folder labeled Staff Issues.)





Critical Concepts

- Hiring and assigning staff based on the school's reading needs can support schoolwide change efforts
- Targeted, differentiated support for staff is key to helping them become strong contributors to the school's success
- Principals can help sustain Reading First by developing future leaders from within their organizations



What Staffing Practices Affect Student Achievement?

- Job responsibilities
- Hiring procedures
- Assigning and reassigning staff
- Initial training and support for new staff
- Supervision and support for returning staff
- Leadership development programs



Using Reading-Based Hiring Practices

Reflect reading needs when:

- Writing the job posting
- Screening applicants
- Interviewing candidates
- Checking references



Handouts 3, 4



Performance-Based Interview Activities (Reeves, 2007)

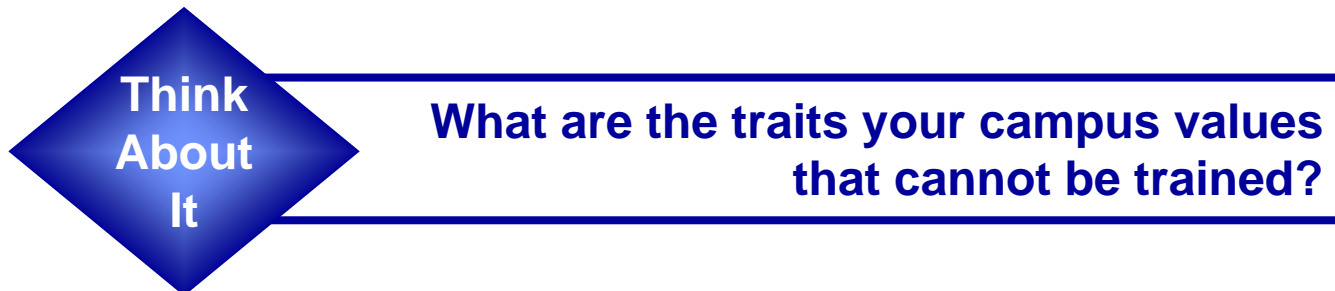
- For coaches
 - Do a joint walk-through with the candidate
 - Ask what they saw and how they would follow up
- For teachers
 - Provide sample data from an instructional group
 - Ask how they would adjust instruction



Hiring New Staff

If an “ideal” candidate does not apply:

- Hire for the traits you cannot train (e.g., beliefs)
- Train the traits you were not able to hire for





Empowering New Staff for Success and Retention

- Familiarize new staff members with the school's reading culture
- Develop a plan to provide training and support
 - Focused, on-going training in reading
 - Differentiated coaching
 - Mentoring
- Provide affirmation and build trust



Activity

You are leading a Reading First school in its third or fourth year. Most staff have had considerable training already, but three new staff have come on board in the last two years. Some returning staff are implementing the program well with positive results, while others are implementing with less fidelity and having inconsistent or weak results. The new staff have had little of the training or coaching that the returning staff have had.

- How will you address the “catch up” needs of new staff?
- How will you address the mixed results of returning staff?



Assigning and Transferring Current Staff

- Filling a vacancy with a current staff member
 - Determine qualities needed (e.g., knowledge, skills, cultural buy-in)
 - Identify who on staff or in the district is best-suited
- Transferring staff (no vacancy)
 - Determine district policies and contract issues
 - Consider a position exchange



Activity

You have a kindergarten teacher who doesn't support Reading First, espouses a different reading philosophy, and has a student management style not well-suited to working with younger children.

- If you had an intermediate grade vacancy:
 - Would you move the teacher to a higher grade level?
 - What are the district and contractual considerations?
 - What would you do to help make the move work out well?



Supervision and Support for Returning Staff

- Goal-setting
- Customized and growth-oriented supervision
- Active and differentiated support
 - Coaching
 - Peer coaching/collaboration
 - Building trust and confidence

Think
About
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What supervision and support can you provide to a teacher who is not implementing well or who is reluctant?



Developing Leaders from Within

- Recruiting
- Early training
 - Initial content training (workshops, coursework)
 - Shadowing and debriefing
 - Early leadership opportunities with debriefing



Developing Leaders from Within (continued)

- Later training
 - Advanced content training
 - Advanced leadership opportunities with mentoring
- Placement with mentoring (initial leadership position)





In Summary

- Principals must work to:
 - Define key job responsibilities to reflect reading as a priority
 - Hire the right people and assign them to the right positions
 - Supervise and support the success of staff
 - Target support both for new and returning staff
 - Develop future leaders



Transferring Learning

- Look back at the “Levels of Use” self-assessment you completed at the beginning of this section
- Identify one or more indicators for which you see a need for improvement (e.g., which you rated a 1 or a 2)
- Develop a plan for transferring the knowledge and skills learned during this training